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REPORT OF THE MAY 18 1908

# COMMISSIONER OF EDUCATION FOR PORTO RICO

TO THE GOVERNOR OF PORTO RICO

FOR THE FISCAL YEAR ENDED JUNE 30

1907

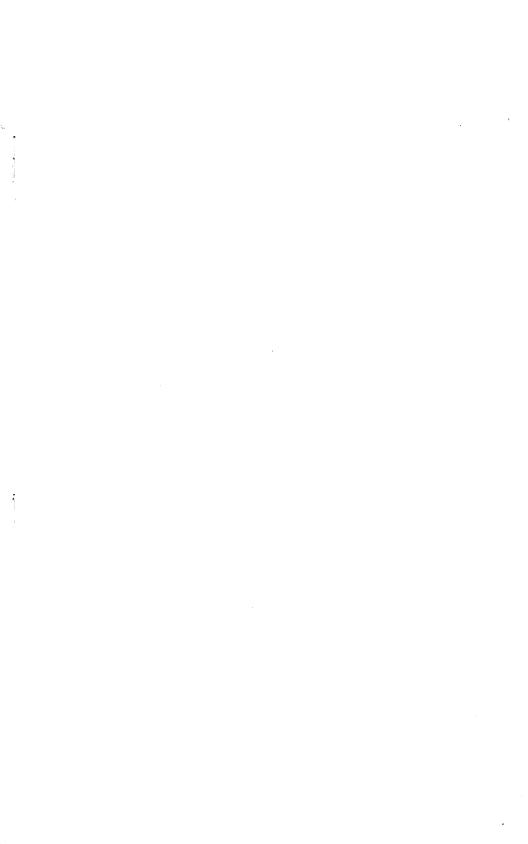
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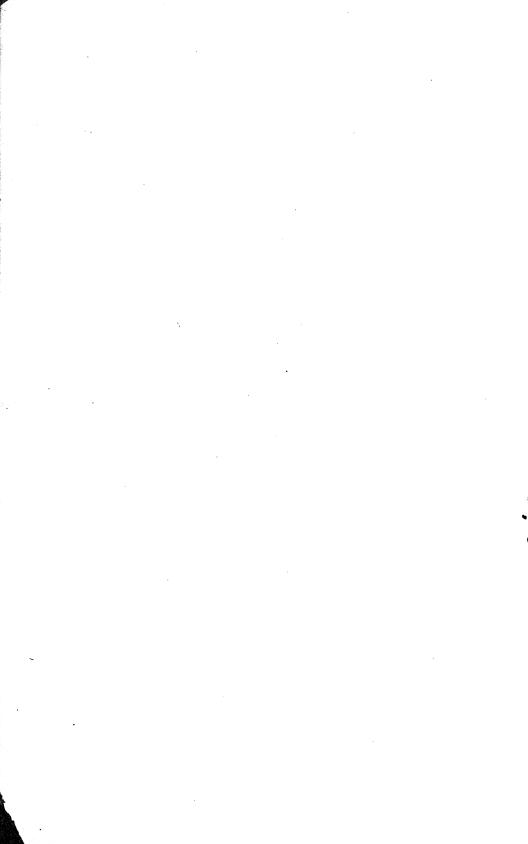
EXTRACT FROM THE ANNUAL REPORT OF THE GOVERNOR OF PORTO RICO, 1907



WASHINGTON: GOVERNMENT PRINTING OFFICE: 1907







## REPORT OF THE

# COMMISSIONER OF EDUCATION FOR PORTO RICO

TO THE GOVERNOR OF PORTO RICO

FOR THE FISCAL YEAR
ENDED JUNE 30
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EXTRACT FROM THE ANNUAL REPORT OF THE GOVERNOR OF PORTO RICO, 1907



WASHINGTON: GOVERNMENT PRINTING OFFICE: 1907

This report is identical with the one submitted by the Commissioner of Education for Porto Rico to the Secretary of the Interior of the United States.

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### EXHIBIT F.a

## REPORT OF THE COMMISSIONER OF EDUCATION FOR PORTO RICO.

DEPARTMENT OF EDUCATION OF PORTO RICO, San Juan, July 31, 1907.

SIR:

I have the honor to present herewith the annual report of the department of education for the year ending June 30, 1907. In its financial statements it covers the fiscal year 1906-7, and in its statistical and narrative portions the school year from September, 1906, to June, 1907, inclusive. While it has been customary in previous reports to include in the narrative some account of the summer work and the plans made for the following school year, this is precluded in the present report by the fact that the writer retires from office on

August 1.

Moreover, the fact that the report of this office for the year 1906 was very voluminous and embodied a very full account of the administrative organization of the office and its workings assigns to the present report very narrow limits. It must omit the preparations for the school year 1907-8 and all plans for the new year, since they are to be intrusted to other hands, and it would be guite superfluous to repeat retrospectively the statements of last year's report as to the general development of the school organization during the administration of the present head of the department. The report is therefore of necessity confined to a succinct statement of the events of the last nine months. Those who are especially interested in the administrative development of the office will do well to examine the abstracts of the reports of the administrative officers of the department presented in Part II of this report in connection with the more or less extended statement of their duties and responsibilities to be found in the report of 1906.

The statistical data relates to the year ended June 30, 1907, though the narrative touches upon events up to August 1, 1907, on which

date the present commissioner will retire from office.

In conformity with your instructions, I have the honor to present herewith the following summary of statistics of schools in Porto Rico for the school year 1906–7:

<sup>&</sup>lt;sup>a</sup> This report is identical with the report made by the commissioner of education of Porto Rico to the Secretary of the Interior of the United States.

Summary of statistics of schools in Porto Rico for the school year 1906-7.

Number of pupils actually enrolled in all schools, including special schools:	
white—	
Males Females	30, 923 21, 791
Total	52, 714
Colored—	
Males Females	11, 019 7, 963
	18, 982
White and colored—	
Males	41,942
Females	29,754
Total	71, 696
Total number of pupils actually enrolled in the special schools	6, 233
Total number of pupils actually enrolled in the common schools	65, 436
Reenrollments, or duplicates	6, 529
Average daily attendance during the year, for the whole island in the common schools	44.010
Average number of days each school was actually kept:	44, 218
Common schools	168
Special schools	156
Number of buildings in use for schools during the year (town,	20.2
176; rural, 520) Estimated value of all insular school buildings <sup>a</sup>	696 \$519, 027
Rental value of other buildings	\$60, 049
Number of pupils enrolled in public high schools	182
Total number of different teachers employed in the common schools at the end of the year: White—	
Males	580
Females	51
Total	631
Colored—	
Males	465
Females	40
Total	505
White and colored—	
Males	630
Females	506
Total	1, 136
Total number of different teachers employed in the special schools	
at the end of the year	39
Total number of different teachers employed in all schools at end	
of the year	1, 175

<sup>&</sup>lt;sup>a</sup> Including entire expenditure made by the insular government under direction of the department of education, in connection with the acquisition of property and with the erection of school buildings since the establishment of civil government.

Monthly salary of teachers as fixed by law during the year has been as follows: $^a$	1906–7,
Rural teachers—	
Second class	
Third class	30.00
Graded teachers and teachers of English—	
First class	55, 00
Second class	50.00
Third class	
Principal teachers—	40.00
	<b>55</b> 00
Second class	
Third class	
To all of which amounts are added allowances for house	se rent,
as follows:	
Rural teachers, not less than \$3 nor more than	8,00
Graded, principal, and special-work teachers, not les	ss than
\$10 nor more than	
¥44 444 444 444 444 444 444 444 444 444	10.00
Total expenditure for school purposes, 1906-7:	
By insular government	650, 935, 00
By local government	
by local government.	257, 859, 00
Total	908, 794, 00

The report herewith presented is composed of three distinct but closely related parts. Part 1 contains the general record and comment, part 2 the detailed information in the abstracts of reports of officials of the department, and part 3 the statistical tables. As in previous years it has been our object by consistent reference to the detailed reports, and especially the statistical tables, to weld the three parts into a harmonious whole. Every table is utilized in the text comment, and the tables have been constructed especially with a view to elucidating the problems of school administration.

At the conclusion of three years' service it is a source of much gratification that progress has been made in so many directions. The administrative service has been greatly improved, the schools have increased in number, the attendance has been better, many new buildings have been erected and more are in prospect, English has become the dominant language in the work of the graded schools, and many minor improvements have been made. At the same time I realize more fully than ever how much credit is due to my able assistant, Mr. E. W. Lord, to loyal and efficient chiefs of division, to the interest and zeal of the district superintendents, and to the devotion of our teachers, who have loyally cooperated in carrying out the plans of the central office. Moreover, the people of Porto Rico are hungry for education, and while occasional differences have existed between the department and the local authorities, there has been, in general, a spirit of hearty cooperation with all efforts to advance educational interests which has borne good fruit in the progress of the schools.

#### ORGANIZATION AND PERSONNEL.

Any administrative organization which will effectively meet new conditions as they arise is subject to change. But as time goes on these changes are less frequent, and the better adapted the organiza-

<sup>&</sup>lt;sup>a</sup> Special teachers as per special contract.

tion to the ends it serves the less significant appear to be such changes. They become merely minor adjustments in the mechanism. Hence it becomes worth while in the record of an administrative agency to note changes occurring from time to time which might

appear to the outsider trivial and inconsequential.

The organization so fully outlined in the report for 1906 has suffered few changes. To conform to the language of the appropriation act passed by the legislature of 1907 the name of the division of school extension has been changed to that of division of school buildings. The nomenclature is more appropriate, describing more accurately the work entrusted to this division, and avoiding many misapprehensions as to its scope and duties. The audit of the accounts of the school boards has been an important and practically independent function of the division of property and accounts, under the charge of the assistant chief of the division. It seemed a fitting recognition of the importance of this service, and the efficient and devoted labors of the incumbent, Mr. A. Gonzalez Font, to establish a separate division charged with this duty. ingly, in May, 1907, the division of school-board accounting was established, with Mr. Gonzalez as its chief. The increased labor in the division of supervision and statistics has been recognized by the provision of an additional check in that division. Otherwise the office organization remains unchanged.

There have been no changes in the personnel of the immediate office force during the year, though Mr. L. D. Lindsley has received his permanent appointment as chief of the division of school buildings. This permanency in the office force has contributed greatly to the efficiency of the work. I have further sought to promote harmony in the office and a better understanding of what is going on among its several officials by requiring all circular letters proposed to be issued to have the approval of the chiefs of divisions, and by establishing a daily conference of the chiefs of divisions with the assistant commissioner and commissioner. These measures have proven of inestimable value. Through them hasty or ill-considered action has been avoided and the department has been able to act as

a unit in all important matters.

Somewhat more numerous have been the changes among the district superintendents of schools. My last report noted the appointment of Mr. Terry to Fajardo and Mr. Guy to Aibonito. Before taking his post Mr. Guy resigned to accept an instructorship in the normal school, and after a very brief service Mr. Terry was appointed principal of the high school at Ponce on the resignation of Mr. C. A. Perry. Their places were filled by the appointment of Mr. Harold M. Stiles in Fajardo and Mr. Z. C. Staples in Aibonito.

At the close of the year Mr. Daniel F. Kelley, superintendent at Ponce, after five years of faithful and efficient service in the department, resigned his post to return to the United States to pursue professional studies. A vacancy also occurred in the Carolina district by the resignation of Mr. George L. Spaulding. To fill the vacancy in Ponce Mr. J. W. Zimmerman was transferred from the Arecibo district, and the resulting vacancy in the latter filled by the transfer of Mr. F. E. Libby from Lares. Several other changes were made July 1, 1907. They were dictated by the established policy of the department to give the larger districts as far as possi-

ble to experienced men, and were influenced in some cases by the consideration that a shifting of districts is desirable both for districts and superintendents, giving to the districts the benefit of different personalities and to the superintendents the advantage of meeting varied problems and conditions. These changes were as follows:

G. S. Nice, Coamo to Caguas. C. A. Reichard, Caguas to Lares

C. A. Reichard, Caguas to Lares. M. A. Ducout, Vega Baja to Coamo. J. F. Packard, Guayama to Vega Baja. E. F. Hutchinson, Manati to Guayama.

Z. C. Staples, Aibonito to Manati.

Vacancies which will be filled before the school year opens exist in Aibonito and Carolina.

#### LEGISLATION.

The fundamental school law of the island was passed in the year 1904. Without changing its essential provisions it has been modified in certain details by successive legislatures, and new legislation affecting school interests has been enacted. The legislation of 1907 is worthy of especial notice in rounding off certain phases of the

general law and in introducing new features.

Through amendment of existing law it has more clearly defined the relations of the local school boards to real property and to the payment of house rent. When the school boards were first established they were conceived as a department of the local municipal government and it was provided that they could hold real estate in the corporate name of the municipality. Subsequent legislation has given to the school boards an entirely independent position, and the restriction upon their right to hold, acquire, and convey real property became burdensome. In some instances the school boards, unaware of the existence of such restrictions, had purchased land and erected buildings. To remove these anomalous conditions the law was wisely amended by the recent legislature so as to give the school boards the same property rights in real estate as are enjoyed by the municipalities, and so as to validate all previous acquisitions of real estate which had been made in good faith by the school boards.

A further anomaly existed in relation to the buildings erected by the funds of the insular government for school uses. Title to these buildings and the land upon which they stood remained in the insular government, but the usufruct was in the hands of the school boards, who were also required to keep the buildings in repair. This dual ownership gave rise to all sorts of vexatious questions, the more so since in recent years the buildings had been erected in part, but not wholly, from insular funds. The insular government, by the act already referred to, passed the title of these buildings to the respective school boards in whose districts they are located, and fixed with greater precision than in the earlier law the obligation of the school boards to keep the buildings in repair.

Another improvement was made in reference to the payment of house rent. The minimum payable to graded teachers was reduced and the school boards were relieved of the obligation of paying rent to teachers of English, agriculture, and other special teachers. The charge for house rent is a heavy tax upon the resources of the poorer boards and in some cases prevented the proper development of the graded schools, through the inability of the boards to support schools of that rank. Nor did it seem proper to obligate the boards to pay house rent to teachers in whose appointment they had absolutely no voice. The savings effected to the boards by these two provisions should be helpful in permitting an increase in the number of schools.

The public school system is always carried to a greater perfection in the larger centers of population. Every effort to extend the benefits of the system to smaller communities must merit approval. The establishment of the system of preparatory teachers described in my last report had for its purpose to extend some of the benefits of the upper grades to communities too small to support such grades in the regular school system. The legislature of 1907 has taken a further step which will open up the high school courses to pupils from the smaller towns. It has established fifty scholarships in the high schools to be assigned to the most promising graduates of the eighth grades throughout the island. The monthly payments are moderate in amount, but are sufficient to pay the subsistence of pupils from other places.

In counting up what the legislature of 1907 did for the cause of education in Porto Rico mention should be made of its appropriations. The act making appropriations for the fiscal year 1908 is a model of simplicity and directness. It has reduced the number of appropriation heads, has taken over the division of school buildings heretofore supported from the trust fund, and has increased the appropriation for salaries of the common schools to \$500,000. By a special act the legislature donated a large and adequate piece of public land to the school board of San Juan for the erection of a school

building,

The crowning act of the legislature was the establishment of a school building fund; for which it appropriated the sum of \$80,000. The act contemplates a permanent fund to be nourished by future appropriations, by interest payments, and by repayments from school boards availing themselves of the privileges of the act. The law provides that school boards who apply for assistance from the fund shall furnish the necessary sites and agree to repay in a period not exceeding ten years one-half the cost of erecting the buildings. The buildings are to be erected by the insular government from the capital of the fund, which, as already indicated, will be reimbursed in part by the repayments of the school boards. This law gives promise of great and lasting benefit to the schools of the island.

#### TEACHERS.

Efforts to extend considerably the school system met with the usual difficulty in the inadequate supply of duly certified teachers. The establishment of the rank of preparatory teachers was a considerable help, and of the 100 teachers authorized about three-quarters were employed. Being young people willing to work and willing to learn they have given satisfaction and have accomplished good results. This has been due in part to the fact that many of them had qualifications superior to the minimum fixed by the law. Quite a number were possessors of the eighth-grade diplomas, and thus

qualified to take the examination as rural teachers. Some of them did so, and this grade already has its graduates in the higher rank. It can be made a regular source of supply for rural teachers. An unwarranted feeling that these teachers might crowd out the older and experienced rural teachers led to certain restrictions both upon the number of such teachers and the conditions under which they could be employed. With the dearth of teachers and the crying need for education in the rural barrios, together with better financial conditions among the boards which would permit an extension of the schools, it would seem wise to have these restrictions removed, and

legislative action to that end should be taken.

The department of education has striven in every possible way to increase the number of teachers so far as such an increase could be effected without a lowering of standards. It has adopted in its examinations the system of credits which gives to the candidates partially successful in their examinations credits for those subjects in which they have passed satisfactorily, provided that the remaining subjects be passed at the next subsequent examination for the same license. It further combined in June, 1907, examinations for the eighthgrade diploma with those for rural licenses, so that all candidates for the former, by passing in the additional subjects required for the latter, received their licenses to teach without a repetition of the examination in those subjects common to both. As a result of these several devices as many as 118 rural teachers were licensed as a result of examination in 1907, as compared with only 25 in the preceding year, which brightens the prospect for an extension of school work in the year 1908.

It requires no special effort to build up the ranks of the graded teachers. The normal school is accomplishing this in a very satisfactory manner. As stated in my last report, the number of graded licenses outstanding is considerably larger than the number of places to be filled. Despite a few exceptions where personal and even political motives unfortunately control the selection of teachers, the better qualified graded teachers are those selected for these positions. Competition for them is keen, with the result that the general average of

ability among these teachers is fortunately rising.

Last year every effort was strained to bring out the maximum teaching force, and to that end many new schools were assigned to the various districts. It was not the expectation of the department that they would all be filled, and in fact many of them remained unopened during the year. The number of vacant schools was frequently alluded to and was the cause of much discussion. Except in rare instances there were, strictly speaking, no vacant schools. They were authorized schools not opened. Yet perhaps no harm was done by the frequent references to the many vacant schools. It emphasizes more strongly than anything else could do the need for more teachers, and possibly stimulated some persons to qualify as such. Allotments have been made for the coming year in such manner that it is hoped there will be no "vacant schools."

#### ENGLISH.

Attention was called in my last report to the gratifying progress which was being made in English in the schools of Porto Rico. So great an impetus has been given this work in the past year that the time seems not far distant when the graded schools throughout the island will be taught exclusively in the English language. It is the more creditable that this result will be achieved through the efforts of the Porto Rican teachers, who are rapidly qualifying themselves to teach in the English language. The number of American teachers in our schools is practically stationary. Their rôle is a very important one and is not likely to suffer diminution, but there is no prospect whatever that their number will be materially increased.

The present status of English work can be seen from the following statement:

	1905-6.	1906–7.
Schools taught wholly in English by American teachers.     Schools taught partly in English by American teachers.     Schools taught wholly in English by Porto Rican teacher.     Schools taught partly in English by Porto Rican teachers.	37 34 37 52	74 35 128 152
Total	160	389

The increase is remarkable. These figures do not show the number of schools in which English was taught as a special subject. It materially diminished, which permitted the increase in groups 1 and 2 without any increase in the number of American teachers. Far more striking is the increase in groups 3 and 4. Nor can there be any doubt with so many teachers in training in group 4 that there will be a substantial increase in the coming year in the grades taught wholly in English.

Since schools and grades are not identical, a further analysis by grades is interesting:

English teaching in grades of graded schools (first term 1906-7).

	Grades.								
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Total.
All in English by American teachers	1 2 11 54 24 71	10 9 58 47 20 2	13 13 32 34 21 1	13 12 23 28 16 1	20 8 6 23 9	17 4 4 15 6	12 3 4 8 4	9 1 1 4	95 52 138 210 104 75
Total	163	146	114	93	66	46	31	15	674

From this table the following derivative percentage statement has been constructed, which will serve to bring out essential facts:

Grade.	Grade tea Engl	aching in ish—	Special	No	
Grade.	By Americans.	By Porto Ricans.	teaching.	English.	
First. Second. Third. Fourth. Fifth. Sixth. Seventh. Eighth.	22. 8 26. 9 42. 4 45. 7 48. 4	Per cent. 39.9 71.9 57.9 54.9 43.9 41.3 38.7 6.7	Per cent. 14.7 13.7 18.4 17.2 13.7 13.0 12.9 26.7	Per cent. 43.6 1.4 .9 1.0	

The fact that more than half the first grades are receiving instruction in English in one form or another, while the course of study contemplates that they shall receive none at all, represents the revolt against the lack of logic in the course of study. Many of the superintendents comment upon this fault and the great difficulty of getting the children started in the second grade in a wholly strange This does not condemn the course of study, but indicates language. that we can get rid of its makeshifts sooner than we anticipated. For the rule that instruction in the first grade should be wholly Spanish and in the upper grades wholly English is a makeshift, based upon the assumption that the number of teachers available for giving instruction in English would not increase rapidly enough to supply the demand for all the grades. Experience shows a more rapid increase than was anticipated, and hence the ironclad rule can be Another cause of this rule was the excessive numerical preponderance of the first over the second grade, which led to the belief that a large number of children never went beyond the first grade. This is probably erroneous, as indicated by the study of our promotion in last year's report. Moreover, it is not so marked in the present year, and should, as the school system improves, gradually disappear. Hence, we shall probably find at an early date the rule confining instruction in the first grade to the Spanish language will entirely dis-

It is gratifying to note that, apart from the first grades, there are very few indeed which are wholly without training in English. It also denotes progress that what by common consent is the least effective method of imparting a knowledge of English, namely teaching as a special subject is the form of instruction which is the least frequent. Less than one-fifth of the grades are so taught. The remaining four-fifths approximately receive their instruction in English by its use as a medium of teaching, in the lower grades predominantly at the hands of Porto Rican teachers, and in the higher grades more frequently at the hands of American teachers. Experience, up to the present at least, shows that these numerical relations correspond to relative efficiency. It is the testimony of the superintendents that in the lower grades the teaching of the Porto Ricans now engaged in those grades is more effective than that of the Americans now employed in the same grades. Equally true is it that the Americans in the upper grades are superior to the Porto Ricans in those grades.

Of course it should be remembered that there is a conscious selection of the best American teachers for the upper grades. There is also a conscious selection of the best Porto Rican teachers for the larger

places where they are assigned to the lower grades.

As the figures show, there has been an extraordinary increase in the use of English as the school language. A careful reading of the superintendents' reports for the several districts shows in the main an optimistic sentiment in regard to the quality of the work done. It is clear that they have a keener appreciation of the difficulties of this work than before, and in some instances it can be read between the lines that perhaps the work has been pushed a little hastily in some places. But all are agreed that the work should be continued, and most of them recommend its extension.

Looking back over a period of three years, it may be confessed that in some instances errors were made in the method of introducing English. The Ponce and San Juan plans were too generally followed. In both of those towns preparation for the high school was the primary purpose of the English schools. When these schools were converted into grammar schools, it was natural that English should be introduced from the top downward throughout the entire system. But what was good for San Juan and Ponce was not necessarily good for the other towns. Here the error was frequently made of placing the pupils of the upper grades on the English basis when it would have been kinder to them and better for the normal development of the school system had they been allowed to continue their work in Spanish and to finish their course, efforts to introduce English being concentrated upon the lower classes, where a small vocabulary is necessary.

Results again would have been better in the smaller towns had the American teachers been more efficient and had there been greater stability. Reference has been made in previous reports to the difficulty of securing American teachers of the highest standard with the salaries which we are able to pay. The scanty supply of American teachers and the frequency of resignations after the year begins has led to a system of transferring teachers from one town to another. These transfers, though oftentimes unavoidable, result in serious breaks in the continuity of school work, and are felt all the more keenly now the American teachers are so largely employed in grade work. It is therefore recommended that this question of transfers be carefully studied with a view to reducing them to the lowest

## RELATIONS TO LOCAL ADMINISTRATION.

The department is in close relation with the local school boards and these relations have been almost uniformly pleasant and mutually helpful. There are three main points of contact—through the local superintendents, through the secretary's office, and through the division of school board accounting.

The superintendents are ex officio members of all the school boards in their districts, with right to participate in all meetings, but with-

out votes.

possible limit.

Through the secretary's office in the department the school boards receive all information as to allotments, approval of teachers, and

similar matters. It has been our constant study to aid the school boards as much as possible. Vexatious delays which were unavoidable with a less highly developed office organization have been eliminated. Particular attention has been given to getting the allotments of schools in the hands of the boards at an early date. This enabled them to formulate their budgets and to make their appointments for the coming year, in large measure before the school year closed. This has been a great boon to the teachers and to all concerned. When nominations and appointments occurred after the year closed, there was difficulty in communicating with teachers, and the latter went through the summer with great uncertainty as to their future work. Forms used in nominations and appointments were considerably simplified, and correspondence connected with the matter thereby diminished, to the great satisfaction of all concerned.

The careful system of bookkeeping adopted by the school boards, as described in the report of 1906, has given excellent results. The principle set forth in our instructions of last year in regard to the computation of receipts were carried through with good effect. Deficits have practically disappeared and all the boards are on a good financial basis. The principle set forth in these budgets has received a further extension during the present year. The annual income being calculated in advance, the boards have made up a general budget and a supplementary budget. The first is based upon annual receipts and in expenditures is devoted to the annually recurring charges. This budget can be made up before the new fiscal year begins and receive the sanction of the department. The second or supplementary budget is based upon the cash balance on hand at the close of the fiscal year. In expenditure this budget is applicable chiefly to those useful and oftentimes imperative expenditures which do not necessarily recur annually. These are the more extensive repairs to school buildings, purchase of equipment for schools and offices, building of rural schoolhouses, and like expenditures. In some cases the current balances have been devoted to canceling indebtedness. Many of the boards have annual payments to make on school buildings and on loans, and have availed themselves of a favorable cash balance to make advance payments on these debts, thereby saving interest and placing themselves in a better position to undertake new projects for which further advances from the Insular Treasury must be solicited.

The economies practiced during the year in expenditures, although a larger number of schools were maintained, kept the aggregate disbursements of the board at about the same figure as in 1906. But the year was an excellent one for the insular treasury, and a larger proportion of the current taxes and the taxes in arrears was collected than in former years. Hence the boards closed the year with an increased balance on hand, being \$88,592.76, as compared with \$43,878.24 in the previous year. Again, while the year 1905–6 closed with a floating debt of \$9,215.27, the corresponding figure on June 30, 1907, was only \$1,911.78. This slight floating indebtedness was generally offset by treasury balances, and in only a few cases did it mean an actual deficit. In four towns only was there such a deficit, namely, in Aguas Buenas, Cayey, Comerio, and Sabana Grande. What this means can be realized by stating that on June 30, 1905, only two years before, as many as 26 school boards were burdened with a floating in-

debtedness in excess of their cash balances. Two years, therefore, under the improved methods now in vogue have sufficed to bring order out of chaos. It is further to be noted that the fiscal year 1904–5 only 10 boards had assumed any annual obligations in regard to school construction, whereas in 1906-7 there were 21 boards making regular payments to the insular treasury on this account.

#### PROFESSIONAL PROGRESS OF TEACHERS.

A well-organized educational department is just as solicitous of the progress of its teachers as of its pupils. To this end teachers' conferences and similar agencies have become an established adjunct to educational systems.

During the present year we have had in operation three such agencies in Porto Rico, language instruction, teachers institutes, and

summer schools.

#### LANGUAGE WORK.

Language instruction is given in the English language to the Porto Rican teachers and in the Spanish language to American teachers.

The instruction in English is given by the American teachers, except where none are available, when a correspondence course is given conducted directly by the department. Class instruction is given in three courses—elementary, intermediate, and advanced. For the first two courses special text-books have been prepared by the assistant commissioner and have given excellent results. These books are especially adapted to practical instruction and the acquisition of a substantial working vocabulary. In the advanced course more reading is done and the work has a more distinctively literary flavor. In all, 939 teachers were examined in these courses at the end of the year. It is significant of the advance which has been made by the teachers that while we find 205 enrolled in the elementary course there were 362 in the intermediate and 372 in the advanced work. It is gratifying to note that in the June examinations the percentage of failure was only 7.02 per cent, while a year before it had been 9.38 per cent.

The law provides that if teachers fail to pass they shall have another examination within three months, and that upon a second failure licenses may be suspended. In applying the law the utmost possible indulgence was shown. As it was the first year of the law it seemed proper not to suspend teachers who had been taking the intermediate or advanced courses, since their failure might be deemed due in a measure to faulty classification. A special inquiry was made in regard to each failure in the elementary course, in order to bring out whether the teacher had had regular instruction, and to ascertain whether his failure to succeed was due to lack of opportunity, to incapacity, or neglect. Only in cases where it was established beyond a preadventure of a doubt that the failure was due to willful neglect of opportunities offered was a suspension imposed.

It is gratifying to note that they were few in number.

American teachers are encouraged to devote themselves to the study of Spanish, and though formal instruction can not be offered

them a course of readings and study has been carefully outlined for elementary, intermediate, and advanced work, and the books for this purpose are loaned by the department. Forty-six candidates presented themselves for examination in the several courses and 37 passed them successfully.

#### INSTITUTES.

Institutes were held under the supervision of the department in all the districts of the island. They were all marked by seriousness of purpose and a strictly practical character. The entertainment features which so often characterize gatherings of this sort were not allowed to obtrude themselves into the business sessions. At the same time the occasions were quite generally utilized for social gath-

erings which had a useful purpose.

As the manner of conducting the institutes in past years has not been equally satisfactory to all, it was decided to give the several superintendents the utmost freedom. Each superintendent was invited to send in his plan of the meeting, and after careful consideration in the department, the plan was approved, or, in agreement with the superintendent, modified in such particulars as did not seem feasible to the department. The department contented itself with certain general suggestions and outlining certain subjects of discussion which seemed appropriate to the institutes in case the superintendents desired to select such topics. As a result of this policy the institutes were much more varied in character as well as more satisfactory locally than in former years.

They had, however, certain aspects in common. Model or practice classes became everywhere a feature of the institutes. These interested the assembled teachers, who criticised freely, intelligently, and helpfully what they saw in the class work. A second feature was the absence of essays upon general subjects, and a limitation of papers and discussions to questions of an intensely practical character. A third feature was that public meetings were less general. Instead of these public meetings, representatives of the department spoke more informally in the regular sessions of the institute. The commissioner visited a number of the conferences, speaking in sev-

eral cases directly to the teachers.

The value of these annual gatherings becomes year by year more manifest. Since they have been given an intensely practical character they have awakened an increased interest among the teachers.

#### SUMMER SCHOOLS.

In the budget for 1907-8 an appropriation was secured for conducting summer schools. A very large number of teachers volunteered for these schools, and they were provided in a majority of the school districts. They are in charge of an American teacher as director, assisted by one or more Porto Rican teachers. In all of them instruction in English is a common feature, the remainder of the programme being adjusted to meet, as far as possible, local needs. The schools are in session at the time of writing this report, and a fuller account of them must be left to the future.

#### SCHOOL BUILDINGS.

The significance of the year in the matter of school buildings lies more in its promise than in its achievement. Actual building operations have not been extensive, but an elaborate building programme has been laid out and preliminary steps taken which are of the

utmost importance.

Graded buildings have been completed during the year at Toa Baja and Coamo. At the latter point a six-room masonry building has been erected by the school board from the proceeds of an insular loan. The building is in outward appearance an exact counterpart of the school at Juana Diaz, but is of somewhat lighter construction. With the completion of this building the school district of Coamo has the satisfaction of having all its graded schools housed in modern buildings. The school at Toa Baja, erected under the direction of the department, the municipality and school board both contributing to the expense, is a four-room frame building varying

slightly in its type from that erected in Isabela.

Rural school buildings have been erected by the department in Isabela, Utuado, Cayuas, Rio Piedras, and Yabucoa. These are all The department has made every effort to conportable buildings. struct rural school buildings at a reasonable cost. In so doing it purchased five portable schoolhouses from the Ducker Company of New York. In spite of favorable prices obtained, the experiment can hardly be considered a successful one, since the high cost of transportation, both of ocean freight and in the island, materially enhanced the price. The cost of the buildings finally erected is nearly \$1,000, which seems rather high for buildings of this size. Plans for buildings on similar lines without being portable have been prepared in the department, which by careful estimate should not exceed \$800 in cost. They have been repeatedly advertised, but when bids have been obtained they have been far in excess of the estimates, and in several cases advertisements have brought in no bids whatever. It would seem that the government-contract methods are not adapted to these small buildings, and if they are to be erected at a moderate cost means must be found to do the work by adminis-

During the past year the school board of Juana Diaz has constructed two more masonry rural schools of the admirable type

adopted by the board.

Important building work is now going on and still more is in contemplation. The department is now constructing without cost to the respective school boards a three-room building at Aguas Buenas and a four-room building at Quebradillas. These buildings are of wood and represent the somewhat belated fulfillment of promises of long standing, delay being due to legal difficulties in clearing up the titles to the property. After careful study the department has decided to erect no more frame buildings where it can be avoided. The cost of maintenance of such buildings in Porto Rico is very great, and wood imported from the United States deteriorates rapidly. Moreover recent developments in cement-block construction have pointed out a substitute which is only slightly more costly and much more durable.

After many delays the department was at length able to let the contract for the construction of the school building at Vieques. This is now being constructed of cement block. In the past two years this form of construction has become very well known in the island, and its adoption for the buildings of the Porto Rico-American Tobacco Company has familiarized the people with its use. For the one-story buildings erected by the department it offers great advantages. In the school-building division the use of this method of construction has been under consideration for a long time and its conditions have been carefully studied, and it is believed that it can properly be undertaken at this time.

At the request of the school board of Salinas the department has undertaken the construction of a four-room cement-block building in that town. The work is well under way. While supervised by the department, the work will be paid for by the school board of Salinas

from the proceeds of an insular loan.

its disposal.

Mention was made in my last report of the projected six-room building in Guayama. Plans for this building are completed and

work will be under way when this report goes to press.

The school board of Ponce, acting upon the suggestion of Superintendent Kelley, has undertaken a large and important building plan. It proposes nothing less than to put all of its graded schools in modern buildings. To accomplish this purpose it induced the municipality to impose the school tax, and with the guarantee of this added income secured from the insular government a loan of \$50,000. With the proceeds of this loan it proposes to erect three large buildings of six, eight, and twelve rooms, respectively, and to erect a two-room addition to the Baldorioty school. Plans are being made and the work will be pushed ahead rapidly.

In order to avail itself of the large site near the Plaza Colon, granted to it by the insular government, the school board of San Juan has obtained an insular loan of \$48,000 for the purpose of erecting a building capable of holding 1,000 children. Located at the land approach to the city, the proposed school will not only serve its primary purpose, but will be an important architectural adornment to the city. It is a source of great satisfaction that there is prospect of a modern school building in the capital city. Our schools here have been excellent in discipline and work, and the school board has been solicitous to make the material conditions as attractive as possible, but has been sadly hampered by the inadequate buildings at

With the growth of the town, school facilities in Fajardo have become quite inadequate, and the school board has judiciously decided to erect a new building in that town. It has secured a loan of \$12,000 from the insular government for that purpose. Another interesting project is the plan of the Santa Isabel school board to emulate Juana Diaz in the construction of masonry rural schools, for which purpose it has secured a loan from the insular government.

Difficulties in the way of land titles have prevented the beginning of the long contemplated graded building at Yauco, or the rural buildings in Rio Piedras, though both towns by securing insular loans provided more than a year ago the financial basis for these projects.

There remains to be considered the proposed use of the school

building fund. Allotments from this fund have already been made for the construction of cement-block buildings as follows:

Rooms.
Vega Baja       8         Mayaguez       4         Caguas       12

The towns named are actively engaged in securing the sites necessary for these buildings. Preliminary studies have been made for the plans and work will be pushed with all possible dispatch. Of these plans, perhaps the most interesting is that of Caguas. The difficulty of securing land in that town renders the utilization of the present site and the incorporation of the present building in the new one. This present building is the first constructed by the American Government in Porto Rico and is of the old two-story type. Its reconstruction offers an interesting architectural problem—and the contemplated building, with its sixteen rooms, should give to Caguas

a very imposing school building.

It will be readily understood that the extensive building programme here outlined—so much larger than anything heretofore attempted—will prove a severe tax upon the technical force of the department. It was felt necessary to draw in some extraordinary aid, and with the approval of the governor, the department secured for the summer of 1907 the services of Mr. E. B. Homer, director of the Rhode Island Academy of Design, as consulting architect. Mr. Homer, the architect of the new buildings of the Massachusetts Institute of Technology and other educational buildings, began his work in June. He will make sketches for the larger buildings proposed, which will be worked out by the technical force of the office. It is felt that the employment of Mr. Homer will give us a higher architectural standard and avoid any serious blunder in the expenditure of the comparatively large sums now available for school buildings.

#### JAMESTOWN EXPOSITION.

An incident in the year's work which merits attention was the preparation of the exhibit of Porto Rico at the Jamestown Exposition. The commissioner was made chief special agent of the War Department, and the entire exhibit was prepared under his direction. Of the general exhibit it may be out of place to speak in an educational report, but reference should be made to the splendid work of the officials of the department, notably Superintendents Wood, of Bayamon; Taylor, of San German; Kelley, of Ponce, and Mr. R. C. Haines, of the San Juan Mechanical School. The excellent charts and maps prepared by the Misses Mackenzie and Bixby, drawing teachers in Arecibo and San Juan, respectively, deserve especial mention.

The educational exhibit was unusually thorough and complete. One of its attractive features was a group of models of schoolhouses. Rural schools were represented by four models. Two were designed to show the worst and best types of school. One was a rented shack, the other a new masonry building from Juana Diaz. Two others were designed to show progress by representing the tumble-down structure formerly rented at Aguirre and the new frame structure

erected by the department which replaced it. The graded schools were also represented by an old building formerly rented at Rio Piedras and the splendid modern structure now in use at that point. A general view of the building activity of the department was given in a large map showing all the schools erected since the beginning of the American administration.

Another feature was the progress of English instruction. The general facts were shown in a map giving for each town the number of schools taught in English in each of the years 1905, 1906, and 1907. The quality of the work done was shown by samples of pupils' work in the several grades. These were prepared under conditions to insure bona fide work, and were placed on exhibition absolutely without correction or amendment.

A third feature which attracted marked attention at the exhibition was the exhibit of pupils' work from the mechanical school. The carpentry and leather work of the boys and the sewing, embroideries, and drawn work of the girls were highly creditable.

#### THE SCHOOLS.

The school system in Porto Rico during the past year comprised the graded or town schools; the rural schools taught by rural teachers, by agricultural teachers, and by preparatory teachers; the night schools, and the following special schools: Three high schools at San Juan, Ponce, and Mayaguez, three mechanical schools at the same points, the normal school at Rio Piedras, and the School of Practical Agriculture at the same place.

In order that the common schools, graded and rural, may be effectively grouped in numerical statements it may be well to repeat that in the usage of the department the term school is equivalent to class room. The graded or town school therefore is not a collection of classes in one building, but each of the separate classes, under the direction of a single teacher. The several town schools are generally housed in the same building in the smaller towns, though occasionally scattered in two or more. Of course the larger towns have several groups, as in San Juan, where there are seven main groups and a few scattering schools.

The rural school is as a rule in a building separate from other schools, though exceptions to this rule are apt to occur on the outskirts of towns or in populous villages, where sometimes two schools are found under the same roof. In our presentation of the facts concerning rural schools we have included the agricultural rural schools, feeling that they do not represent a sufficiently distinctive type to call for separate treatment as in former reports. The description of one of these schools by a local superintendent as a rural school with a garden attached applies to all of them.

Still less appropriate would be a separate treatment of the preparatory schools, a new type which did not figure in former reports. Such schools differ from the rural school only in the fact that the teacher belongs in a slightly different category as respects preparation, age and compensation, and in a legal restriction as to the number to be enrolled. Following the same course of study as the rural schools they are for all statistical purposes identical with

the latter.

#### THE COMMON SCHOOLS.

Schools and teachers.—The year began with 503 graded schools open. The number somewhat increased till it reached 524 in November, which was about the normal number for the year. The number opened each week as shown in statistical table No. 1 was sometimes more, sometimes less than this. The fluctuation is explained chiefly by the illness of teachers and the lack of available substitutes. It is only in a few of the larger towns that a substitute can be had at a moment's notice and consequently the illness of the teacher generally

has the effect of temporarily closing the school.

The number of graded schools is substantially the same as in the year 1906. On the face of the returns it would therefore appear that there had been no increase in the school opportunities offered to the children of the towns in Porto Rico, but this is not the case. There never has been a really clear-cut line of division between the graded and the rural schools in the matter of location. There are a number of rural schools located within town limits. The department has not approved of this plan in principle and has sought to reduce as far as possible the number of such schools. But there are exceptional cases arising all the time. Towns in some cases grow rapidly and rather than have children out of school it has consented to the establishment of rural schools in outlying districts. Inasmuch as the rural schools are less burden upon the resources of the school board than graded schools, the department found itself obliged to reduce some graded schools to rural rank in order that school boards could meet the necessary outlay. Thus some fifteen rural schools in town limits were expressly authorized. So long as the present system of dividing the cost of maintaining schools between the insular and the local governments continues, such rural schools in town limits will in a few cases probably be unavoidable.

For obvious reasons, the number of rural schools open is a much more fluctuating figure than that of the graded schools. There is greater fluctuation through illness, because here absolutely no substitutes are available. Resignation of a rural teacher is also likely to cause a greater delay in filling the vacancy. Again, there are in this group by reason of the shortage of teachers, always schools waiting for them. New teachers as they qualify can readily obtain positions.

Thus we find the year opening with 514 schools, which by November 2 had increased to 566. But, for the reasons already stated, they did not remain stationary, but continued to increase till they reached a maximum of 623, at the close of the second term, March 23, a number fairly well maintained till the end of the year, when 614 schools

were in operation.

There was a substantial increase in this grade of instruction over the previous year. The maximum number of schools for 1905-6 was, including the agricultural schools, 523, or exactly 100 less than the maximum of the following year. This increase of schools was brought about largely by the employment of preparatory teachers, to which perhaps three-fourths of the increase may be ascribed. But however accomplished, the gratifying fact remains that the schools reached a larger number of children than ever before. As already pointed out, this increase did not go wholly to the children of rural

barrios, but did so in some measure. Both town and country were

better provided with facilities than in the previous year.

At the end of the year there were in the island 525 graded schools in charge of 505 teachers. Twenty teachers had double sessions. Last year there were 27 with such double sessions.<sup>a</sup> This reduction has come by a larger allotment of teachers in several districts, and in one or two cases by the plan having been abandoned where a decreased pressure for school accommodations rendered it no longer necessary. The graded schools, however, have more teachers than schools, since the record shows 7 principals, with supervisory duties only, and 58 special teachers, of whom 43 are teachers of English. As a general thing the principal teacher is in charge of a grade, and 17 were so employed. When there is no principal teacher the supervisory duties are entrusted to a graded teacher who is designated as an acting principal. There were 47 of this rank. The great bulk of the teaching in the grades is done by the graded teacher, 387 being on the roll, while some of it is intrusted to the English teachers, 51 in number. It is worthy of note that the great increase in the amount of English instruction noted elsewhere in this report has been achieved without any material increase in the assignment of American teachers to grade work, there having been as many as 47 so assigned last year, as compared with 51 this year.

The rural schools at the end of the year numbered 614, in charge of 568 teachers, there being 46 having double sessions. The number of double enrollments in rural schools is considerably larger than in the previous year, when there were 26 such schools. This plan has held its own in the districts of Yauco, where 38 teachers are in charge of 45 schools, and in that of Bayamon, where 26 teachers have 48 schools in charge. In other districts the use of this system is more occasional. Summarizing, it may be noted that the number of teachers at the end of the year was 1,136, of whom 567 were in the

graded and 569 in the rural schools.

Of the teachers employed, 630 were males and 506 were females. These proportions are in marked contrast with the first years of the American administration, when the males greatly outnumbered the females. In 1902, for instance, in a total of 923 teachers there were 596 males and only 327 females, so that in five years the increase of females has been much greater than that of males. This opening up of the career of school teaching to women in much larger measure than formerly has been one of the characteristics of recent developments.

An examination of the types of schools shows that in the graded schools, where there are 258 men and 309 women, the latter predominate. This preponderance is most marked in the distinctly urban districts. In San Juan there are 83 teachers, of whom only 14 are men, and in Ponce 44, of whom 11 are men. In other coast districts the sexes tend more to an equality, while in the mountain districts men are in the majority. Thus, with 20 teachers, Utuado has only 4 women, and with 17, Aibonito has only 5.

a See Statistical Table 2.

<sup>&</sup>lt;sup>b</sup> See Statistical Table 3.

c See Statistical Table 4.

In the rural schools, on the other hand, the men are considerably in the majority, as we find 372 of them, as compared with 197 women. It is only the two distinctly urban districts of San Juan and Ponce which present exceptions to the general rule. But in both of these districts rural schools are not isolated as in the other regions. The most extreme instance of the general rule is in Aguadilla, with 1 woman among 30 rural teachers. Of course, this preponderance of men is the natural result of the rural conditions. Rural schools are served by resident and by nonresident teachers. In the remoter barries the teachers often live near the schools, but in those accessible from town, even if it requires a two-hours' horseback ride to reach the schools, teachers frequently prefer to live in the towns. The necessary predominance of men in rural teaching explains one of the most powerful obstacles to the extension of the rural schools. With the increasing prosperity of the island the career of a school teacher offers less attraction to men than in former years. There are better rewards in mercantile and agricultural undertakings, which are drawing the younger men away from the profession.

Another feature which must have its effect upon the school work is that of combining two or more grades under the same teacher. When the number of children is small, as in the upper grades, such combinations are unavoidable. They are not necessarily an evil, but they must be an impediment to concentrated effort, and in the graded schools should be reduced to the lowest possible limit. There are 399 schools consisting of single grades, 103 with two grades, 19 with three grades, and 3 with four grades.<sup>a</sup> It is satisfactory to note a slight decrease in the number of combined grades as compared with the preceding

vear.

Enrollment.—The number of pupils in the schools can be measured by the total enrollment, the average enrollment, or by the actual enrollment at given dates. Of these figures the least accurate, perhaps the least significant, though that most frequently quoted, is the total enrollment. In 1907 the total enrollment in the graded schools was 27,904 and in the rural 37,532, or a total of 65,436 in the common schools.<sup>b</sup> As compared with the previous year we find a slight decrease in the graded schools which is considerably offset by the increase in the rural schools.

This figure of total enrollment purports to give the whole number of children affected by the school system. As pointed out last year it is liable to exaggeration, through the extreme difficulty of avoid-

ing duplications.

A much more reliable test of the school system is found in the average enrollment. This was 22,411 for the graded schools and 26,413 for the rural schools, being a total of 48,824. If the enrollment is a complete one at the beginning of the year, i. e., if it is practically identical with the seating capacity of the schools and is well maintained throughout the year, this becomes a good test of the capacity of the school system.

The average enrollment is about 300 less for the graded schools than in the previous year. This is due to the fact that the maximum enrollment is smaller, and also to the fact that enrollment was not

<sup>&</sup>lt;sup>a</sup> See Statistical Table 5.

<sup>&</sup>lt;sup>b</sup> See Statistical Table 6.

kept up quite so well. In the previous year there was a constant and steady pressure from the school authorities to keep up the enrollment. This had some good, some bad results. The bad results were felt especially in the graded schools. The constant injection of new recruits into the schools naturally in the lower grades operated badly in some cases where unreasonable promotions were made to accommodate the new comers. Feeling the possibility of this evil, efforts toward keeping the enrollment were not pressed last year with the same vigor by the central office.

In the rural schools the greater average enrollment finds a suffi-

cient explanation in the increased number of such schools.

The wide divergence between the average and total enrollments is explained by the more or less constant stream coming in and going out of the schools. The more settled conditions are, the less frequent are such changes, yet in every school system they are sufficiently numerous to constitute a complicating problem and an obstacle to the development of the highest possible efficiency. Our schools in Porto Rico show relatively greater stability in the graded than in the rural The graded schools reached their maximum enrollment, 23,336, early in the year, October 26. After this date they fall off, losing approximately 1,000 pupils by the beginning of the third term, April 5, and another thousand during the last term of the school year. On the other hand, the rural schools, which in the second week of the year had 20,676 pupils, gradually increased this number till they reached in the week ending March 22 as many as 28,541, losing approximately 1,000 as the year draws to a close. The decrease in the third term is explained by the fact that when the school year is so far advanced there is little profit in drawing in new recruits. But the increase of the rural schools during the second term, as compared with the decrease of the graded schools, is explained by the fact, already noted, of the continued increase in the number of schools.

Neither the average nor the actual enrollment in the schools tell us anything about the persistence of individual pupils in the schools. It is quite conceivable that the schools might start with 20,000 children and end with the same number, yet of those at the end none would have obtained a full year's schooling. The case is extreme, but it is possible. The bearing of this upon the question of promotions led to a special inquiry in regard to this matter at the end of the year. Of the 21,520 pupils then present in the graded schools 16,852 had been registered at least twenty-eight out of the thirtysix weeks of the school year. On the other hand, 442 had been in school less than one-fourth of the year, 1,555 more than one-fourth but less than one-half, and 2,671 more than one-half but less than three-fourths. These represent the belated enrollments. total enrollment was 27,904 we can infer that 6,384 entered in these schools during the year left them before the year closed. We have, then, the interesting fact that out of a total of 27,904 children in the schools during the year probably only 17,000 received a year's instruction.

Applying a like test to the rural schools, we see that out of a total of 37,532 children less than one-half, or 18,160, received a year's

<sup>&</sup>lt;sup>a</sup> See Statistical Table 1.

schooling, 10,105 left school before the year ended, and 9,267, who were present at the end of the year, had been enrolled less than

three-fourths of the year.

We shall revert to these figures in another connection, but they have great significance here in bringing out more clearly than it has been possible in former reports the exact meaning of the phrases total enrollment, average enrollment, and actual enrollment used in the description of school systems. If the figures already cited contribute to show the extent of the school opportunities, there are other figures derivable from them which within certain limits reveal the intensity of utilization of the facilities available. found in statements of the enrollment per school. It appears that the enrollment per school throughout the island was in the graded schools 43.04 and in the rural schools 44.64. In the graded schools the range of variation was from 37.09 in San Juan to 50.24 in Lares. The limited space of many of the schoolrooms in San Juan makes a small enrollment imperative. In Lares conditions are more favorable, as the towns of Lares and San Sebasian have a large proportion of pupils in large and roomy modern class rooms and the town of Las Marias all of them in such rooms. But as other districts quite as favorably situated as regards school accommodations have a less enrollment we would not abridge the credit due superintendent and teachers for the excellent showing made in Lares.

The relative position of the several districts would be in some measure affected by the presence or absence of double enrollments. They are introduced to relieve pressure, and it is seldom that the sum of a double enrollment under one teacher equals that of two single enrollments in the same region. Thus in Aguadilla and Caguas, where double enrollments are most frequent in graded schools, we find the enrollment per school in Aguadilla 44.50, in Caguas 43.06, while the enrollment per teacher is in the former 54.16 and in the latter 51.67. Turning now to the rural schools, we find in them a range of variation from 52.06 in Vega Baja to 36.23 in Bayamon. But since Bayamon is the district where double enrollments are most general in rural schools we find there as many as 66.85 pupils per teacher. To compare with Vega Baja, which has no double enrollments, we must seek another district similarly situated, and thus the minimum proves to be Aibonito with 38.78 pupils per school. Considering the inadequacy of school buildings and their frequent isolation the numbers cited are most commendable.

As a general rule, following the decline in general enrollment already noted, as the year advanced the enrollment per school in the graded schools is found to be lower in the second than in the first term, and lower in the third than in the second. Looking at the individual district we find no exception to the rule that the third term falls below the second, but Aibonito, Coamo, Lares, and Bayamon are exceptions, in that in these districts we find the highest enrollment per school of the year in the second term. In Aibonito and Lares the coffee cultivation opposes well-known obstacles to the early enrollment of pupils.

In the rural schools the enrollment per school is, on the average of the island, somewhat larger in the second term than in the first, and in the third term less than the second, though more than the first. It is especially noticeable in Ponce, Mayaguez, Lares, Utuado, and

Manati. In all but the last named, coffee production is the predominant feature of the rural regions. In Manati, and especially in the town of Ciales in that district, tobacco cultivation seems to have a similar effect.

Comparing the enrollment per school with the previous year. we find in graded schools a yearly average of 43.04, already noted in 1907, and 44.01 in 1906. The exceptions to the general rule of a slight falling off are found in San Juan, Guyama, Ponce, and Vega Baja, where figures for 1907 are about one point higher than 1906, and in Aguadilla and Bayamon, where they are four points higher. In the last-named district the increase is more apparent than real, since double enrollments have been reduced from 7 to 4 in number.

In the rural schools the enrollment per school was 48.42 in 1906 and 44.64 in 1907. The only exceptions to this rule of decrease are in Carolina and in Vega Baja. The primary cause of this apparent decrease is the inclusion of the preparatory schools with the rural schools in the statistics of 1907. These schools may not by law have an enrollment exceeding 30, and it probably did not average 28. Assuming the latter figures, and assuming about 60 preparatory schools on the average of the year in about 600 schools, the average enrollment for rural schools only, after excluding the preparatory schools, would be 46.40, a figure much closer the record of 1906. The difference which remains may reflect a somewhat less strenuous effort on the part of superintendents to keep up the attendance. It has already been noted generally that the characteristic feature of the school year 1906 was the campaign for better enrollment and attendance, while that of the school year 1907 was for the extension of English teaching.

Attendance.—In view of the uncertainties which may attach to statements about enrollment—uncertainties which were more fully set forth in my last report and have been touched upon in the present—there is always a special interest in statements in regard to It is felt that here we are treading upon the solid attendance. ground of positive fact. The more strictly, however, pains have been taken to make statements of enrollment positive and correct and to eliminate all fictitious elements, the more closely will the course of attendance follow that of enrollment, and the main question will be at what distance.

If we follow the attendance of the schools from week to week a we find the same fluctuations as in the enrollment. Summarizing the results by terms b we have:

	Graded.	Rural.
First term. Second term. Third term.	21,286 20,802 19,906	21,631 24,706 24,808
Year	20,672	23,556

These figures reflect in the graded schools the falling off of pupils, as the year advances, and in the rural schools the rather abnormal

a See Statistical Table 1.

<sup>&</sup>lt;sup>b</sup> See Statistical Table 7.

rise in pupils. The causes of these contrary movements have already been set forth.

In these figures for average attendance we find perhaps the best measure of the advance of the school system. Using throughout the same method, we find the following record of development:

Common Schools.

School year.	Average attend- ance.	School year.	Average attend- ance.
1901-2. 1902-3. 1903-4.	32. 164	1904-5. 1905-6. 1906-7.	41.802

 $<sup>^{\</sup>rm o}$  Agricultural rural schools separately stated in previous reports are included only in 1906--7.

After allowing for the increase in 1906-7 by the inclusion of the agricultural rural schools the growth is healthy and satisfactory.

To follow more minutely the course of attendance per school would lead us to the discussion of the same phenomena as have already been noted in our treatment of enrollment.

A new feature is introduced when we compare enrollment and attendance with one another to obtain the percentage of attendance. In the graded schools of the island the high ratio of 92.43 per cent was obtained. In the district of San German, where the best results were obtained, the percentage was 96.72. These figures are highly creditable. It will be noted that there is little difference between the first term (92.62 per cent), the second (92.36 per cent), and the third term (92.19 per cent).

In the rural schools the averages run somewhat lower, but are distinctly commendable, considering the much greater difficulty of attendance in rural regions in bad weather. The average for the island is 89.58 per cent, and again the best results were obtained in San German (95.03 per cent), with the adjacent district of Yauco

(with 94.09 per cent) a close second.

Turning back to the figures of last year, it is seen that the good results of the campaign for good attendance are still felt. In fact, in both graded and rural schools a higher percentage has been obtained. In the graded schools the year 1906 showed an attendance of 91.33 per cent, as against 92.43 in 1907. This improvement is so general that all the districts except Aibonito, Coamo. Ponce, Manati, and Vega Baja share in it. In the rural schools we find an attendance of 88.17 per cent in 1906, and of 89.58 per cent in 1907. Again, the improvement is general, three districts only. Aibonito, Coamo, and Utuado, showing less favorable figures in 1907 than in the previous year.

Sex of pupils.—In order that proper data might be secured in regard to certain general characteristics of the school population the census method was again applied. Blanks were filled out for every child enrolled in the schools on March 1, 1907. The inquiry covered sex, age, grade, and length of time in school. The enrollment in graded schools at that date was 22,870, which is very close to the average enrollment for the year of 22,411. In the rural schools

28,934 children are noted, while the average is only 26,413.

## The sex of pupils is shown in the following:

Distribution	$\alpha f$	nunile	envolled	March	1907	Tru	arades	and	ser
Distribution	$v_I$	pupus	CHIOHEGA	$\mu$	. 1001,	0 11	yr auco	unu	$ov_w$ .

Grade.	Gra	ded sch	ools.	Rural schools.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First. Second. Third. Fourth Fifth. Sixth. Seventh Eighth.	2,978 2,126 1,366 706 425 258	3, 441 2, 854 1, 865 1, 233 686 408 251 165	7, 418 5, 832 3, 991 2, 599 1, 392 833 509 296	11,664 3,842 1,847	7, 975 2, 611 995	19,639 6,453 2,842
Total		10, 903	22,870	17, 353	11, 581	. 28, 934

It appears that in the graded schools the boys are, on the whole, more numerous than the girls, and that this preponderance gradually diminishes from the first grade onward until in the fifth, sixth, and seventh grades there is almost an equality of sexes, and in the eighth an excess of boys. The phenomena here observed is paralleled in the United States, except in that the equality of sexes is generally at an earlier grade in the States. The general preponderance of boys at the start rests in part upon the fact that they are actually more numerous in the population and in part upon the greater appreciation of the need of schooling for boys than girls. But of the children once entered in the schools, the girls are more persistent in attendance than boys, and hence they are more numerous in the upper grades.

A rough statistical measure of these tendencies is found in the following table:

Numbers in grades, 1906, compared with next higher grades, 1907 (graded schools).

		Boys.		Girls.			
Grade.	Pupils, 1906.	In next higher, year 1907.	Per cent remain- ing.	Pupils, 1906.	In next higher, year 1907.	Per cent remain- ing.	
First. Second. Third. Fourth. Fifth. Sixth. Seventh. Eighth.	4, 921 2, 695 1, 883 1, 283 831 409 222 160	2, 978 2, 126 1, 366 706 425 258 131	60 79 73 55 51 53 56	4,284 2,450 1,840 1,065 620 333 251 165	2,854 1,865 1,233 686 408 251 165	67 76 67 64 64 75 66	

The foregoing table is based on the assumption that the survivors of each grade in 1906 will be found in the next higher grade in 1907. In general terms this assumption is correct, though, of course, a certain proportion in each grade fail to advance. The table shows in a striking manner how in the upper grades the girls stay in school in larger proportions than the boys. It was pointed out in my last report how this was related to the age of the pupils. After a certain age is reached the pressure for the boys to leave school is much greater than for the girls, and this aspect of the question will be considered more in detail in dealing with the age of pupils.

In the rural schools of the island the preponderance of boys is notable in all three grades. Here we have other factors entering into the problems, particularly that of distance from the schoolhouse.

Age of the pupils.—The ages of the pupils are an important element in the school problem. If all children started school work at a uniform age and continued to advance regularly the figures for schools and for the population at large would show a striking similarity. But this orderly progression of ages is interfered with by the fact that pupils enter school at different ages and that many leave it after brief periods of schooling. This is especially true where schools are opened for the first time. The writer has a very vivid recollection of inaugurating a new rural school in an outlying part of San Juan, and speaking to a group of 50 children ranging in age from 5 to 15 years, no one of whom had ever been inside of a schoolroom.

The results of the inquiry of March 1, 1907, are as follows:

Distribution	of	pupils	cnrolled	March	1,	1907,	by	age.
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	Gra	ided sch	ools.	Rural schools.		
Age.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
5 years 5 years 7 years	314	71 297 706	127 611 1,449	139 904 1,795	128 650 1,294	267 1,554 3,089
years years 0 years	$1,251 \\ 1,340$	1,116 1,252 1,648	2, 367 2, 592 3, 529	2,609 2,246 2,797	1,714 1,492 1,957	4, 325 3, 735 4, 75
11 years 12 years 13 years	1,589 1,811	1,380 1,596 1,145	2,969 3,407 2,451	1,940 2,229 1,338	1,367 1,466 841	3, 30 3, 69 2, 17
4 years 5 years 6 years	478 224	794 459 258	1,656 937 482	792 368 134	401 196 54	1, 19 56 18
17 years 18 years Over 18 years	77 28	120 49 12	197 77 19	40 19 3	13 7 1	5 20
Total		10,903	22,870	17,353	11,581	28,93

In the graded schools the maximum number of children is found at the age of 10, all the years from 8 to 14, inclusive, being normally represented. After the age of 14 the falling off is quite rapid, nor would the inclusion of the high schools materially alter the figures. In contrast with these figures for Porto Rico, we find in American cities that the age of 7 years is much more numerously represented and is frequently the maximum year. This indicates that our children generally are not sent to school as early as they are in the United States.

Directing our attention to the older pupils, we find a rapid falling off after 13 years, a falling off which is more rapid for boys than for girls. This difference in the sexes in this respect is shown in the following table, where the children of 12 years reported last year are compared with those of 13 reported this year, and so on successively:

Comparisons of pupils of each age, class 1906, with the following class in 1907.

		Boys.		Girls.			
Age.	Pupils, 1906.	In next higher, year 1907.		Pupils, 1906.	In next higher, year 1907.	Per cent remain- ing.	
12 years. 13 years. 14 years. 15 years. 16 years. 17 years.	1,286 793 445 168	1, 306 862 478 224 77 28	71 67 60 50 46 30	1,537 1,060 720 425 198 94	1,145 794 459 258 120 49	75 75 64 61 60 52	

As the rural schools are confined to the first three grades, the pupils average younger than in the graded schools. Despite this fact, there is a goodly representation of children of 13 years and upward, indicating a large number of children entering school late.

The ages of the whole body of school children are not so significant as the ages with reference to the grades or the stage of advancement in school work. This is shown in the following table:

Distribution of pupils enrolled March 1, 1907, by grades and ages.

#### GRADED SCHOOLS.

	Grades.										
Age.	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Total.		
5 years	1,272 1,643 1,296 1,245 593 438 142 61 14	1	6 74 290 729 849 1,009 622 292 104 14 1	3 33 159 370 635 669 433 211 66 12 5			6 23 70 113 130 93 52 18		12 61 1, 44 2, 36 2, 59 3, 52 2, 96 3, 40 2, 45 1, 65 93 48; 19		
Total	7,418	5,832	3,991	2,599	1,392	833	509	296	22,87		

#### RURAL SCHOOLS.

	Grades.					
Age.	First.	Second.	Third.	Total.		
5 years. 6 years. 7 years. 8 years. 9 years. 10 years. 11 years. 12 years. 13 years. 14 years. 15 years. 16 years. 17 years. 18 years.	267 1,547 3,012 3,917 3,160 1,726 1,703 356 163 40 10 6	7 74 379 628 1,304 1,161 1,296 840 470 196 66 19 12	3 27 96 290 420 696 623 367 205 82 24 8	267 1,554 3,089 4,323 3,738 4,754 3,307 3,695 2,179 1,193 564 53 26		
Total	19,639	6, 453	2,843	28,934		

The striking fact in the foregoing statement is the diversity of age in each grade. Compared with such figures as are available in the United States, it appears that the diversity is much greater in Porto Rico. This greater range is the result of two factors—first, pupils beginning their school work relatively late and, second, slow advance of some pupils. Thus we find in the first grade as many as 1,249 pupils of over 10 years of age in a total of 7,418 pupils, and in the second grade 611 pupils over 12 years of age in a total of 5,832. In the higher grades the age distribution becomes more normal, through the gradual elimination of the pupils considerably in advance of the normal age. This gradual elimination of older pupils finds a short expression in the average age. The following table gives the ages in Porto Rico compared with some city school systems in the United States:

Average age of pupils in each of the grades in graded schools.

Grade.	Porto	Columbus,	Newton,
	Rico.	Ohio.	Mass.
First Second Third Fourth Fitth Sixth Seventh Eighth	10. 40 11. 52 12. 63 13. 41 14. 37 14. 84	6.7 .8.20 .9.40 .10.60 .11.60 .12.40 .13.20	6. 08 7. 25 8. 41 9. 50 10. 50 11. 50 12. 41

Starting with an average of 8.84 years we find between the first and the second grade an interval of a year and a half. Until we reach the fourth grade the intervals are over a year in length, after that less than a year. In the eighth grade the average age is 15.72 years. The average age of the first grade is notably higher than in the United States, and doubtless for this reason the average age of the eighth grade is noticeably higher than in the American cities noted.

Another brief expression of the facts is found in the comparisons of normal ages. For this purpose the age 8 years is considered normal for the first grade and a regular advance is assumed. The results are shown in the following table:

Pupils enrolled March 1, 1907, distinguished as of normal age and above normal age.

### GRADED SCHOOLS.

GRADED SCHOOLS.										
Grade.	Normal age.	Pupils of normal age and under.	Pupils above normal age.	Total pupils	Percentage of pupils above normal age.	Same for year 1906.				
First Second Third Fourth Fifth Sixth Seventh Eighth	10 11 12 13 14	3, 628 1,811 1,099 565 400 251 212 129	3,790 4,021 2,892 2,034 992 581 297 167	7,418 5,832 3,991 2,599 1,392 833 509 296	51. 2 68. 9 72. 5 78. 5 71. 3 69. 8 58. 3 56. 4	48. 3 68. 6 70. 6 72. 5 68. 8 63. 2 54. 1 55. 1				
RURAL SCHOOLS.										

				,		
First.	8	8,743	10,896	19,639	55. 5	55.9
Second	9	1,088	5, 365	6, 453	84.7	81.3
Third		416	2,427	2.843	84.0	86.6
			_,,	,		

The number of pupils above normal age is throughout excessive. In the graded schools over one-half of the children in the first grade are above normal age, and the proportion rapidly increases until in the fourth grade it is 78.5 per cent. From this point it declines, though in the final grade it is still more than one-half. In the first grade we have in the older pupils doubtless a considerable number who began school at a later age than 12, though there is a contingent—probably no small one—which entered school at 8, but for lack of advancement remains in the first grade. The effect of such slow advance is seen in the increasing figures till the fourth grade is reached. After that point there is some elimination of the older pupils who, by reason of their age, are unable to continue the school course. Nor is there any improvement in this matter since last year. The change to a more normal condition of things must come slowly, but it is not clear why there should be any going backward. If every child is entitled to a full common school education, then there appears to be something wrong when they are admitted too late to enable them to finish the work, or, being admitted, can not advance rapidly enough to get through schooling at a reasonable age. they come too late into the school the fault is with the parent; when they fail to make a proper advance the fault may be in the child or it may be in the system.

But so long as present conditions obtain there are a large number of children who from the very start seem to be precluded from reaching the eighth grade. Those children now in the first grade of 11 years and upward would be 18 years and upward at least if they persisted in finishing the school work. But relatively few persist so long, and it is not probable that this contingent, 1,249 in number,

will be numerously represented in the future eighth grades.

In rural schools we see a still greater diversity of age than in the graded school. It is probable that enrollment is more irregular, children going to school for a time and leaving, but returning later. Since many of the schools are opened annually in regions where there have been no schools before, they appeal to children of an older age than those who start in the town schools. Hence the older children are relatively more numerous in all the grades than the town or graded schools.

Grades.—The distribution of the children among the several grades indicated their place in the school system. Our discussion of the ages of the children and in a less degree of sex has shown how important a factor is the grade. We may now direct our attention specifically to the distribution of pupils by grades. From figures already printed, which need not be repeated, we find the percentage in each grade to be as follows:

Per cent of pupils enrolled March 1, 1907, in each grade.

Grade.	Graded. schools.	Rural schools.
First		67. 9
Second	25.5	22. 3
Third	17.5	9.8
Fourth		
Fifth	6.1	
Sixth	3.6	
Seventh		
Eighth.		
Total	100.0	100.0

In our graded schools it appears that nearly one-third of the children are in the first grade, while little more than an eighth are found in the four upper grades of the system. This large number in the first grade is a feature of common school systems everywhere, but it is more marked in Porto Rico than in the United States. It is due generally to two facts. First, in any population which is growing younger children are more numerous than older ones; second, in the first year of school progress is not so good as in later years and the end of the year finds many left-overs who must repeat the work. Again, accessions are more readily admitted to the first grade than to the higher ones. To all of these must be added the fact that in Porto Rico the schools are constantly expanding. It is interesting to note that the figures for the year 1906 showed an even greater preponderance of first-grade pupils. The distribution shows, except in the first grade, higher percentages in 1907 than in 1906. Of course, it must always be remembered that pupils now in the eighth grade are survivors of the first grade of seven years ago, when the number was smaller than in 1907. And again, it should be remembered, as pointed out in discussing age, they are in large measure the survivors of first-grade pupils of normal age. The falling off from one grade to another is not represented by the figures cited. It is rather shown by comparing the figures of 1907 with those of 1906. Thus, if we would measure the falling off, we obtain a closer approximation of comparing the second grade of 1907 with the first grade of 1906, and so on, successively, as in the following table:

Enrollment of 1906 and 1907 compared (graded schools).

Enrolled, 1906.		Enrolled, 1907.	1907 per	
Grade.	Number.	Grade.	Number.	cent of 1906.
First Second Third Fourth Fifth Sixth Seventh	9, 205 5, 145 3, 723 2, 348 1, 451 742 473	Second Third Fourth Fifth Sixth Seventh Eighth	5, 832 3, 991 2, 599 1, 392 833 509 296	63. 3 77. 6 69. 8 59. 6 57. 3 68. 6

Here it appears that there is from year to year a falling off of approximately one-third of the pupils, that it is least as between the second and third grades and greatest as between the fifth and sixth. In the higher grades it is somewhat less.

In the rural schools with three grades only the preponderance of the first grade containing two-thirds of the pupils is very marked. It is greater this year than last, but then there has been a notable

growth in the number of pupils in these schools.

Number of years in school.—If the children passed in an orderly way from one grade to another the number of children in each grade would indicate the length of time that they had been in school. But children often fail to advance as rapidly as the school plan proposes, and it is important to see to what extent such slow advancement exists, and, if possible, what are its causes. While an ideal system would graduate every child eight years after entrance, this ideal is nowhere attained The question to be examined is whether the number of backward pupils is abnormally large. We

have already seen some indications that this is the case in the large number of children above the normal age. But it can be measured much more directly by the number of years in school. This is shown in the following table:

Pupils enrolled March 1, 1907, by grades and number of years in school.

GRADED SCHOOLS

				Ye	ars in sc	hool.					Total.
Grade.	1	2	3	4	5	6	7	8	9	and over.	
First		3, 267 2, 156 222 29 3 5 	842 2, 461 1, 485 271 41 5 1 3	148 844 1,603 1,007 246 54 16 6	14 141 548 904 616 220 80 24	15 27 95 311 392 359 171 64	1 2 16 60 81 158 164 99	1 3 10 11 29 69 83	3 1 2 3 12	1 1 5 5	7, 418 5, 832 3, 991 2, 599 1, 392 833 509 296
			R	URAL S	CHOOL	JS.					
FirstSecondThird	11,034 217 9	6,060 2,103 147	1,997 2,502 919	423 1,130 1,028	102 381 497	19 99 183	4 19 41	2 16	2		19, 639 6, 453 2, 842
Total	11,260	8, 310	5, 418	2, 581	980	301	64	18	2		28,934

When in the first grade we should expect a large majority of the children to be beginners in the first year, we actually find that the beginners are in a minority and that considerably more than half the children, 4,277 out of 7,418, have had previous school experience. In a goodly number of cases they have been even four or more years in school without advancing beyond the first grade. Is it to be considered normal and proper that a majority of children should repeat the first year of schooling? There are, however, some obvious reasons why the number of children repeating the first grade should be larger than those repeating higher grades. That such is the case is made pain by the following statement of the pupils enrolled at the close of the year:

Pupils at end of year 1907 (graded schools).

Grade.	Pupils in each grade.	Pupils who had been more than a year in grade.	Percentage of pupils repeating grades.
First. Second Third Fourth Fitth Sixth Seventh Eighth	7, 143 5, 518 3, 625 2, 449 1, 260 785 445 295	3,613 1,545 998 647 318 119 70 29	50. 6 28. 0 27. 5 26. 4 25. 2 15. 2 15. 7 9. 9
Total	21,520	7,338	34. 1

Here it appears that half the children had repeated the first grade, and this proportion is much higher than in the second grade. It may be remarked in passing that the percentage of repeating pupils steadily diminishes—another proof in figures of how the schools improve in average quality by the constant elimination of less successful elements.

But to revert to the backward pupil of the first grade, we may note in the first instance that beginnings are difficult, and many pupils subjected for the first time to school discipline take some time to adapt themselves to their environment. Another point of far-reaching importance in this connection is the fact that the first grade is apt to receive accessions throughout the year. Our figures take no note of fractional parts of a year. A further subdivision would be impracticable. A child entering school in September, 1905, is recorded in 1907 as being in its second year of school, which is manifestly correct. But a child entering in April or May, 1906, is also so recorded. Now, it is clearly a different thing for a child who has been nine months in a grade to repeat that grade than for one who had been there two months to be in the same grade the following year. Thus of 7,143 first-grade pupils at the end of the year, over 1,000 had attended school less than half a year, and we should expect practically all of them to be in the first grade next year.

A further examination of the table on page — shows that in each grade up to the fourth, inclusive, a majority of the children had been in school more than the school plan required. After that point we find a survival in the schools of those children who make a normal

progress.

What has been said of the graded schools does not apparently apply to the first grade of the rural schools. Here the children of the first year are the most numerous, but this is accounted for by the considerable extension of the school system in the present year, the number of first-grade children being 3,446 greater than last year, whereas in the graded schools it is 1,787 less. However, when we examine the figures for the second and third grades we find that the same observations apply to them as to the graded schools.

A short expression of these tendencies may be sought by distinguishing between (1) those who advance in accordance with the school plan; (2) those who are one year behind the school plan; (3) those who show a repetition of more than one year, and (4) those who advance more rapidly than the plan provides. This is shown in the

following table:

Advance of pupils enrolled March 1, 1907, as shown by number of years in school.

GRADED SCHOOLS.

Grade.	In advance of plan.	Keep pace with plan.	One year behind plan.	Two or more years behind plan.	Total.	In advance of plan.	Keep pace with plan.	One year behind plan.	Two or more years behind plan.
First Second Third. Fourth. Fifth. Sixth. Seventh. Eighth	200	Number. 3,141 2,156 1,485 1,007 616 359 164 83	Number. 3, 267 2, 461 1, 605 904 392 158 69 12	Number. 1,010 1,015 662 385 93 32 8 5	Number. 7, 418 5, 832 3, 991 2, 599 1, 392 833 509 296	Per cent. 3. 4 6. 0 11. 6 21. 0 34. 0 52. 7 66. 3	Per cent. 42. 3 37. 0 37. 2 38. 8 44. 2 43. 1 32. 2 27. 9	Per cent. 44. 0 42. 2 40. 2 34. 3 28. 1 18. 9 13. 5 4. 1	Per cent. 13.1 17.4 16.6 14.8 6.7 4.0 1.6

### RURAL SCHOOLS.

First	11, 034 2, 103 919	6,060 2,502 1,028	2, 545 1, 631 739	19,639 6,453 2,842	3. 4 5. 5	56. 2 32. 6 32. 3	30. 9 38. 8 36. 2	12. 9 25. 2 26. 0
1	1							

The table through its percentage columns speaks for itself. In the lower grades the proportion of those who are one year or even more behind the school plan is quite large, up to and including the fourth grade. Later it diminishes considerably, and by the time the eighth grade is reached little more than 5 per cent of the pupils belong to this class. In the meantime another group has become prominent, namely, those who are in advance of the school plan, which in the eighth grade comprises practically two-thirds of the pupils.

In the rural schools similar conditions prevail in the second and third grades, only more marked than in the corresponding grades

of the graded schools.

A school system which has so many backward children has not only not reached the maximum possible efficiency, but it is safe to say has not reached the maximum efficiency practicably attainable. When pupils advance so slowly there is a double loss. The State loses money by taking four years to do what should be done in three, and at the same time children lose the increased power which should come from four years' training if in that time they only cover the tasks set for three years. It was moreover pointed out in my last report that in a school system which, like that of Porto Rico, is inadequate to reach all the children, those children who are unduly long in covering the course are really excluding other children from the schools.

Promotions.—In my report of last year considerable attention was given to the subject of promotions. It was there pointed out that an average of only 54 per cent promoted could not be regarded as a satisfactory showing, and an effort was made to point out some of the possible causes of the failure to promote a larger number of pupils. It was not possible to be precise in a matter into which so many and varying elements enter, but the discussion served to arouse the interest of superintendents and teachers in this problem. So far as any of the causes appeared to be remediable an earnest effort was made to reach them, and the result is a much better showing in the

year 1907. These better results should appreciably modify in 1908 some of the facts noted for 1907 with respect to the number of pupils in the grades and particularly as to the length of time in school. The results are shown in the following table:

Promotions by grades, June, 1907.

#### GRADED SCHOOLS.

Grado	Pupils at the end of the year.  Grade.							
Grade.	Whole	number.	Number pro-	Number not pro-	Per cent p	romoted.	Number pro-	Number not pro-
1907.	1906.	moted, 1907.	moted, 1907.	1907.	1906.	moted.	moted.	
First Second Third Fourth Fifth Sixth Seventh Eighth	7, 143 5, 518 3, 625 2, 449 1, 260 785 445 295	9,092 4,777 3,395 2,121 1,390 727 446 301	3,870 3,591 2,546 1,812 892 642 332 151	3, 273 1, 927 1, 079 637 368 143 113 144	54 65 70 74 71 82 75	45 59 62 62 62 69 73 52	2, 462 1, 233 755 494 217 95 54	1, 151 312 243 153 101 23 16 15
Total	21,520	22,249	13,836	7,684	64	54	5, 324	2,014
`		R	URAL S	CHOOLS.				

First	18,678 $6,073$ $2,670$ $6$	16, 145 5, 902 2, 916 77	7,352 3,840 1,613 6	11, 326 2, 233 1, 057	39 63 60 100	33 56 55 43	4,308 1,918 822 6	2,985 828 338
Total	27, 427	25,040	12,811	14,616	47	41	7,054	4, 151

From this table it appears that in the graded schools 64 per cent of the children were promoted at the end of the year. Promotions were fewest in the first grade, where barely more than half of the children were advanced. In the second grade conditions improved materially and continued to grow better until the 82 per cent reached in the sixth grade brings us to normal conditions. In the seventh, and notably in the eight, grade there is a considerable falling off, the final grade showing the lowest figures of all. Comparisons with 1906 shows a marked improvement in all the grades except the eighth. Moreover, there is every reason to believe that the improvement goes deeper than the face of the returns and represents a genuine advance. The natural desire of superintendents and principals to make a good showing has been held in check by the standard examination papers issued by the department for the upper grades. There is evidence in the superintendents' reports of an earnest study of the problem and a genuine effort to solve it by straightforward means. The improvement noted in the graded schools is also seen in the rural schools, though here the actual results are less than for the corresponding grades in the rural schools.

The actual number of promotions should be compared with those reasonably to be expected. The number of children in school is not a satisfactory measure of the latter if any considerable proportion of them have been there for only a portion of the school year. To

estimate the force of this consideration, the following table has been prepared:

Persistence of enrollment and promotions, June, 1907.

#### GRADED SCHOOLS.

Grade.	Pupils	Durati	on of enro	Number pro- moted	Number		
	at end of year.	1 to 9 weeks.	10 to 18 weeks.	19 to 27 weeks.	28 to 36 weeks.	to next higher grade.	of grades.
First Second Third Fourth Fifth Sixth Seventh Eighth	7,143 5,518 3,625 2,449 1,260 785 445 295	222 97 63 38 4 7 6	796 363 182 78 83 37 9	1,235 629 372 288 89 36 12	4,890 4,429 3,008 2,045 1,084 705 418 273	3,870 3,591 2,546 1,812 892 642 332 151	163 150 112 90 64 47 30
Total	21,520	442	1,555	2,671	16,852	13,836	675

#### RURAL SCHOOLS.

FirstSecondThirdFourth.	6,073 $2,670$	978 106 23	3,011 535 146 3	3,423 782 260	11,266 4,650 2,241 3	7,352 3,840 1,613 6	583 444 303 2
Total	27,427	1,107	3,695	4,465	18,160	12,811	1,332

This divides the pupils into four groups, in accordance with the length of time enrolled in the current year. It is hardly to be expected that many who have attended school less than three-fourths of the school year would be advanced. In the aggregate this is a considerable number, especially in the first and second grades. Nor will all who attend school practically throughout the year succeed. We accordingly find that the number of promotions is smaller than this latter group. Still if we consider this group as that from which promotions almost exclusively come and compare it, rather than the whole class, with the promotions made, we get materially increased percentages. The average for the graded schools on such a calculation from being 64 per cent becomes 84 per cent, and this is perhaps a better measure of the effectiveness of school work.

In general the record of our common schools shows considerable advance towards conditions of stability and permanency, which in turn are indications of greater economy of effort and more durable results for endeavors put forth.

# THE HIGH SCHOOLS.

The three high schools at San Juan, Ponce, and Mayaguez have been in successful operation during the past year. For the first time all three schools furnished a graduating class, and the commencement exercises aroused general notice. It was my privilege to attend the exercises at Mayaguez and Ponce, which were highly creditable and which were very numerously attended.

# THE NORMAL SCHOOL.

The normal school at Rio Piedras made substantial progress during the year. The number in attendance has been slightly larger than in the previous year and the attendance record has been excellent. The fact that of 137 pupils enrolled not more than 42 are residents of Rio Piedras and San Juan shows that the school is filling very well its rôle as an insular and not a local school. A further examination of the pupils resident in Rio Piedras would moreover disclose a very considerable number of pupils whose families had moved from other parts of the island to that town in order that the children might enjoy the advantages of the school.

Since the foundation of the school 39 teachers have been graduated from the full four years' course, while 83 have graduated from the two years' course. This contingent of 122 normal graduates has been a potent factor in developing a good standard among the graded teachers of the island. While not all of them are engaged in teaching, by far the greater number are so occupied, and they constitute

approximately one-fifth of the teaching force.

### MECHANICAL SCHOOLS.

The legislature of 1906 made an appropriation of a round sum for schools of arts and trades and left the constitution of the schools to The commission was composed of the commissioner a commission. of education, a member appointed by the speaker of the house of delegates, who selected Mr. Vicente Balbas, of San Juan, and a member appointed by the governor, who selected Mr. Ermelindo Salazar, of Ponce. The commission met in August, 1906. The plan adopted provided for an enlargement of the existing industrial schools and a recommendation to the legislature that a technical high school be established. Against the protest of the commissioner of education it was provided that a nominating committee select the director and all teachers, submitting names to the commissioner of education for his aproval. In the opinion of the commissioner such a course was an infringement upon his legal prerogatives, and in this view he was sustained by the attorney-general. So much attention was given this matter that the commission failed to agree upon a schedule of salaries and adjourned, with the understanding that a schedule of salaries should be submitted by the commissioner of education and acted upon by correspondence by the other members. The schedule was submitted but was not returned either with approval or disapproval.

The school year opened with the matter still hanging in the air. Shortly thereafter an action of mandamus was brought by Messrs. Balbas and Salazar before the supreme court of Porto Rico to compel the opening of the schools upon the plan outlined by the commission. The answer of the department to the petition was that the plan was incomplete and that it was illegal, so far as the method of appointing teachers was concerned. The supreme court dismissed the petition on the question of fact without entering into the question of law. Immediately thereafter the two commissioners above named approved

the schedule of salaries.

The plan now appeared to be complete, and, acting upon the theory that the parts deemed illegal were null and void, schools were opened in San Juan, Ponce, and Mayaguez, all appointments being made by the commissioner of education in accordance with the school law.

A second writ of mandamus was sought in the supreme court of Porto Rico to compel the appointment of the personnel of the schools in accordance with the procedure laid down in the resolutions of the commission. The legal question touched upon in the first suit was now treated at length. In its decision the supreme court sustained the department of education at every point.

These legal delays prevented the opening of the schools till several weeks after the school term opened. At this date it was difficult to secure either pupils or teachers. Nevertheless, the difficulties were overcome, and despite an inauspicious beginning good work was done. Principles successfully put into practice in the previous year were again tried—namely, separation of industrial from academic instruction and emphasis upon the production of articles having a commercial as well as artistic value. The printing instruction was separated entirely from the government printing office. Excellent results were obtained in various departments of mechanical work, and the display of pupils' work at the Jamestown Exposition has attracted marked attention.

The legislative assembly of 1907 failed to make any appropriation for the continuance of the work, and in June, 1907, the schools were closed and their property disposed of. The project for an independent system of schools of arts and trades with very lax connection with the department of education was indeed revived, and a bill for that purpose was passed by the house of delegates. A substitute bill was adopted by the executive council, but failed to receive the approbation of the house.

Industrial education has had a checkered career in Porto Rico. It has had to cope with so much opposition that it has been impossible to develop its full possibilities. The crying need for higher skill in artisanship can not be denied. How far the special industrial schools might have contributed to the solution of that need had they been allowed a healthy and normal growth must be left to conjecture.

# NIGHT SCHOOLS.

Night schools have been conducted as in past years primarily for young people rather than for adults. On March 1, 1907, the pupils numbered 2,646, distributed as follows:

Distribution of pupils in night schools by grade, age, and sex.

$\Lambda ge.$	First grade.	Second grade.	Third grade.	Total.
6 years.	5			5
7 years	18 38			18 38
8 years. 9 years.	71	5	·····i	77
10 years		21	3	165
11 years 12 years		18 76	3 10	127 374
13 years	217	55	9	281
14 years	199	91 83	14 22	304
15 years	203 141	68 68	15	308 224
17 years	74	48	5	127
18 years	$\frac{102}{237}$	49 126	18 66	169 <b>4</b> 29
Total	1,840	640	166	2,646
Males	1,376	550	143	2,069
Females	464	90	23	577

If we consider as adults those over 18 years of age we find that in a total membership of 2,646 pupils only 429 could be classed as adults. The schools are, therefore, recruited from a very unstable element in the community, young boys, mainly those who are at work during the day, and who lack the fixity of purpose necessary to keep them regularly and systematically at their school work. Pupils pour in and out of the schools and this renders the task of teaching unduly difficult. In this respect the night school offers a marked contrast to the graded schools as a whole. This is shown by the duration of

Pupils at end of the year in night schools.

the individual enrollments in the following statement:

	Total.	Enrolled for a period of—					
Grade.		1 to 9 weeks.	10 to 18 weeks.	19 to 27 weeks.	28 to 36 weeks.		
First. Second. Third.	1,829 473 89	· 268 36 4	508 82 10	372 117 41	681 239 34		
Total	2,391	308	600	530	954		

The pupils who had been constantly enrolled for a period of at least three-fourths of the school year number only 954, or about three-eights of all, while in the graded schools the proportion was over three-fourths. On the other hand, it will be remembered that the first grade predominates in the night schools, and a comparison of first grades gives a better comparison. In the foregoing statement it appears that about one-third of the pupils in the first grade of the night schools were present at least three-fourths of the school year, while in the graded schools it was over two-thirds.

These facts demonstrate the point made in my last annual report, that there is very small return for the time and effort expended in the maintenance of night schools. It is worthy of inquiry whether the same amount of money invested in rural schools would not effectively reach an equal number of children, and give better results.

# OTHER EDUCATIONAL ACTIVITIES.

As in any general view of education the number and status of private schools is a factor we have again enumerated the private schools. There are in all 93 institutions of this character in the island comprising 184 classes taught by 207 teachers. With an enrollment of 15,302 pupils on March 1, 1907, they showed an average attendance of 4,394 for the week ending on the same date. As observed last year, the percentage of attendance is noticeably lower than that of the public schools. With very few exceptions these private schools are all in towns where better conditions prevail for securing a regular attendance than in the rural districts. On the other hand, it appears from the reports of superintendents they are largely designed for very small children, and even partake of the nature of kindergartens, which would militate against a high attendance figure.

Compared with last year, there is an increase of nearly 1,000 in the number of pupils in private schools. Of this increase 600 is attributable to the city of Mayaguez. In that city the church authorities, backed by contributions from the United States, are making an active and successful campaign for the extension of their parochial schools. In other communities there is no especially marked advance in the enrollment except in San Juan and Aibonito, where increases of about 100 each are observed.

Any jealousy between public schools and private schools doing the same work is out of place, and especially is this true in a community like Porto Rico, where educational needs are inadequately supplied. The growth of private schools can only then be deplored when it appears that such schools give instruction of an inferior type, and for reasons wholly unconnected with the excellence of instruction draw off pupils from the public schools with their better equipment and higher standards. Such a tendency, should it occur, can be only temporary, as in the matter of education the people will eventually demand the best that can be had.

There are not at present many private schools of such high grade that they offer a serious competition to the public schools. It might perhaps be well that there were, as such competition could only be

mutually beneficial.

With the general interest in educational matters it is to be noted that a considerable number of Porto Ricans are taking advantage of the educational facilities of the United States. As this, too, has its bearing upon the education of the people, the department made a careful canvass of the island to secure the names of Porto Rican pupils in the United States and the institutions in which they were studying. Altogether 492 names were gathered, including the 42 pupils studying under government scholarships. Some of the facts so ascertained are as follows:

Statistics of Porto Rican students in the United States March, 1907.

Total number whose names have	From—
been ascertained492	Juncos 6
Number on government scholar-	Aguas Buenas 1
ships 44	Guayama 13
===	Salinas 2
From—	Arroyo 14
San Juan 77	Cayey 6
Rio Piedras 7	Aibonito 9
Carolina6	Comerio 1
Rio Grande 11	Barros 3
Fajardo 22	Barranquitas 2
Naguabo 2	Coamo 5
Vieques 13	Juana Diaz 13
Humacao 10	Pouce 52
Yabucoa 8	Penuelas1
Maunabo' 1	Yauco 16
Patillas 1	Sabana Grande 1
Caguas 13	Guayanilla 9
Gurabo 1	San German14
San Lorenzo 6	Mayaguez 39

From—	Classes of schools in which they are
Anasco 3	studying—
Aguadilla 6	Colleges and universities141
Lares 10	High schools, academies, and
San Sebastian 2	seminaries 88
Las Marias 1	Private schools 55
Utuado 5	Business schools 22
Adjuntas 4	Public elementary schools 21
Arecibo 24	Normal schools 17
Camuy 1	Technical schools 12
Manati 18	Medical schools 7
Ciales 2	Law schools 3
Vega Baja6	Dental schools 2
Vega Alta 1	Unknown144
Toa Alta 5	
Corozal 1	Total492
Dorado 3	
Bayamon 13	Average number of years in
Naranjito 2	the United States2, 48
Toa Baja 4	
Total492	

It appears that a notable number are pursuing secondary and advanced studies in the United States. It can not be doubted that the habit of sending the younger generation to the United States, which is more widespread than anticipated, will contribute to drawing the two peoples closer together.

# SUMMARY.

We may conclude our review of the schools by a summary of all pupils enrolled March 1, 1907, in the various schools of the island.

# Enumeration March 1, 1907.

	Number.	Pupils enrolled.
Graded	528	22,870
Rural	623	28,934
Total common School of practical agriculture Industrial High Normal	1 3 3	51,804 26 231 158 123
Total public day schools.	1,159-	52,339
Night schools.	74	2,646
Total public schools	1,233	54, 985
Private schools	184	5, 302
Total schools.	1,417	60, 287

In comparison with last year we find generally an increase in the number of schools and in the number of pupils.

### CONCLUSIONS.

The year, whose events have been recorded in this report, has been one of commendable progress. Certain essential points may be briefly stated:

1. Legislation providing (a) improvements in regard to house rents and titles to real estate, (b) high-school scholarships, (e) a school building fund, (d) increased appropriations.

2. An improved financial condition of school boards.

3. Provisions for more and better schoolhouses.

4. Notable progress in English.

5. Increase in number and enrollment of rural schools.

These results speak for themselves. They are due to no one person, but to the cooperation of all. A thoroughly efficient and active office force has worked in harmony with superintendents and teachers, and all have enjoyed in increasing measure the support and aid of the people of Porto Rico.

Accompanying this report are abstracts of the reports made to me by the officials of the department and the usual statistical tables.

Respectfully submitted.

ROLAND P. FALKNER, Commissioner of Education.

The GOVERNOR OF PORTO RICO.

PART II.—ABSTRACTS OF REPORTS MADE BY THE ASSISTANT COMMISSIONER AND OTHERS.

### ASSISTANT COMMISSIONER.

The assistant commissioner of education, Mr. E. W. Lord, has certain distinct branches of the service under his direct supervision and reports concerning them in part as follows:

### AMERICAN TEACHERS.

Largely as a result of the work of the American teachers, the use of English in the schools has continued to increase and the general knowledge of the language has been greatly extended. During the past school year 171 American teachers have been employed either as special teachers of English or as teachers of grades in the larger towns. Nearly every town on the island has been supplied with at least one resident teacher; in a few cases, in towns where conditions make it difficult for an American to live, the English work has been carried on under the supervision of a teacher who has made weekly visits from some neighboring town. In some of the larger places a considerable number of resident teachers are employed, there being 31 in San Juan, 26 in Ponce and 11 in Mayaguez. In several smaller towns two or three teachers are employed.

The teachers employed in Porto Rico come from nearly all parts of the United States, as shown in the following table:

•		S
New York	40	New Jersey 4
Massachusetts	22	Connecticut 3
Pennsylvania	20	Deleware 3
Ohio	18	Alabama 1
Indiana	7	Florida 1
Kansas	6	Mississippi 1
District of Columbia	3	Missouri 1
Illinois	3	Nebraska 1
New Hampshire	3	North Carolina 1
Maryland	$^{2}$	Virginia 1
Michigan	$^{2}$	Porto Rico 3
Oregon	<b>2</b>	Canada 2
Rhode Island	2	England 2
Vermont	6	New Zealand 1
Maine	5	
Wisconsin	5	Total171

The educational qualifications of the American teachers may be judged from the following table showing the basis upon which teachers have been granted their licenses in Porto Rico:

Graduates of colleges	-49
Graduates of normal schools	41
Graduates of high schools	51
Holders of State certificates	
Examination	10

### SCHOLARSHIPS.

The government of Porto Rico is maintaining a considerable number of students at different institutions in the United States. The students so maintained are appointed in accordance with two sections of the law, one of which provides for classical and professional education and the other for industrial education. Under the first named law 25 young men may be maintained. The following young men, who have been studying for the past few years, completed their work in 1907: Rogelio Capestany y Oller, Maryland Agricultural College, degree of B. S.; Jesús Ma. González, Rutgers College, degree of B. S.; José Padín, Haverford College, degree of A. B.; Manuel T. Saldaña, Lehigh University, degree of M. E.; Octavio Jordán Miranda, Medico Chirugical College, degree of Electrical Engineer; José González, Jefferson Medical College, degree of M. D.; Alejandro B. Guillod, Albany Medical College, degree of M. D. The vacancies caused by the graduation of these students have not yet been filled.

Under the second section of the law 20 young men and women are receiving industrial education, the larger number being students at Tuskegee Institute. The only change in the list of students during the past year has been the appointment of José Quiñones to fill a vacancy which has existed since the previous year.

The legislature at its session of 1907 established a number of high school scholarships, in accordance with which provision arrangements are now being made to appoint graduates of the eighth grade in different parts of the island to study in the Central High School at San Juan and in the high schools of Ponce and Mayaguez.

### PEDAGOGICAL LIBRARY.

Through the courtesy of the commissioner of the interior, the pedagogical library of the department has been provided with much more commodious and in every way more suitable quarters in the first story of the Intendencia Building. The library during the past year has been largely utilized by teachers and pupils of the public schools and by employees of the department, but its usefulness has been limited by its unsatisfactory location. In the new rooms which it now occupies it can undoubtedly be made an element of great value in our school work.

### COURSE OF STUDY.

For the first time the department has been able to publish a complete course of study for graded schools with sufficient instructions to teachers to enable them to follow the course intelligently. This course was published before the beginning of the last school year and provides for the work of the first grade in Spanish, while that of all other grades, from the second to the eighth inclusive, is in English. This course has been universally followed and the good results are already apparent.

The course of study for rural schools published two years ago has been unchanged except for the addition of some practical work in nature study and agriculture in many of the rural schools.

### TEACHERS' COURSE.

In accordance with the law and the custom of the department, courses in English have been continued for Porto Rican teachers. A special series of lessons in two volumes, prepared by the assistant commissioner, was published by the department and provided the principal part of the English work of the Porto Rican teachers. For the benefit of those teachers so located that they could not attend the regular sessions of the English classes, a correspondence course was instituted in which some 40 teachers were enrolled. By this means for the first time every Porto Rican teacher regularly employed by the department in the public schools was enabled to take regular lessons in English.

For the benefit of the American teachers the department has outlined courses in Spanish, has provided text-books, and supervised the courses as far as practicable. This course was very generally followed by the American teachers, and those who obtained sufficiently high standing in the examination given at the close of the year were granted certificates of proficiency.

### TEXT-BOOKS.

The text-books adopted in accordance with the recommendations of the text-book committee appointed by the commissioner two years ago have proven generally satisfactory. The need for a local geography has been strongly felt, and to meet this need Superintendents Warshaw and Conant were requested to prepare a manuscript of a geography of Porto Rico, to be published as a special chapter of

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Cornman and Gerson's Geography Primer. The manuscript prepared by these gentlemen was carefully revised in this office and will

undoubtedly be of much value in our school work.

In accordance with the provision of the law requiring the department to publish a volume of Porto Rican literature a contract was made with Señor D. Manuel Fernández Juncos for the preparation of a work of this nature, and the volume edited by him, entitled "Antologia Puertorriquena," has been adopted for regular use as a reading book in the higher grades.

### CHIEF OF DIVISION OF RECORDS.

The chief of the division of records, Mr. R. R. Lutz, reports that on assuming charge of the office in May, 1906, he found the records fairly complete, but, due to the unwieldy and inconvenient system in use, they were in many important matters practically inaccessible. A large part of the work in this division during this year has been devoted to placing on file in compact, convenient form a complete statement of the qualifications, education, and length and character of the services of each teacher employed in the public schools.

To secure complete records of the earlier years, especially of superintendents' reports on the teachers' work, in the schools was a matter of considerable difficulty, and the task was somewhat longer and more arduous than was anticipated. However, the practical value of the results fully justified the expenditure of time and labor involved. Their usefulness became apparent when the annual issue of certificates was made at the end of the year. Under the system employed this year the entire record of the teacher was taken into account in fixing the term of his license or in making decisions as to renewal or nonrenewal of licenses. The recommendations of the superintendents were followed in all cases where such recommendations were borne out by the visit and annual reports and by the previous record of the teacher.

The data contained in the records were carefully tabulated at the end of the year, and the following is a summary, in a somewhat abbreviated form, of the more important information:

### TEACHERS' LICENSES.

During the school year of 1906-7, 1,387 persons held licenses issued by the department of education. Divided into classes they are as follows: Principals, 111; graded, 398; English graded, 125; rural, 521; preparatory, 56; English, 145; special, 31.

Of these licenses 963 were of the second salary class, 192 of the third salary class, and 232 unclassified. The unclassified licenses comprise 56 preparatory licenses, 145 English licenses, and 31 special

licenses.

Term of licenses.—Up to the present time teachers' licenses have been issued for terms of one, two, and three years. Of those in force during 1906–7, 814 were valid for one year, 230 for two years, and 343 for three years. Of the two-year licenses, 31 lapsed at the end of the year, the remaining 199 being valid until the end of the school year of 1907–8. Of the three-year licenses, 285 lapsed at the end of

the school year, two will lapse in June, 1908, the remaining 56 being valid until 1909.

Origin of licenses.—As a result of the examinations held at various times during the year 145 new teachers received licenses. Of the remaining licenses in force, 1,044 were renewals of those held in previous years, 85 were issued on presentation of diplomas from the Insular Normal School, 11 were based on State certificates issued in the United States, 21 on diplomas from high schools in the United States, 28 on diplomas from normal schools in the United States, and 32 on diplomas from colleges or universities in the United States.

#### EMPLOYMENT OF TEACHERS.

In view of the continued scarcity of teachers, a special effort was made to secure information bearing on this point. Only 143 teachers of the total number holding licenses were not employed in the schools at some time during the year. This leaves 1,244 employed during the year, the number actually employed at the end of the year being 1,174. The distribution as regards positions held is as follows: Principals, 28; graded, 309; English graded, 112: rural, 542; preparatory, 55; English, 131; special, 56; clerks in offices of superintendents, 6; assistant superintendents, 4; night school teachers not teaching in day school, 1.

It has not been possible in all cases to secure information regarding the occupations of teachers who are not employed in the public schools during the year, although as far as we were able this was done. The number of persons holding the rural license, but not employed in the public schools, is 59. Of these 2 were employed in private schools, 13 were studying in the Insular Normal School, 1 was studying in the United States, 10 were under suspension on account of failure to pass the English examination, and 1 was employed in a commercial house. Regarding the occupations and whereabouts of the remaining 32 rural teachers no information could be obtained.

A number of graded and English graded teachers left the schools during the past year to take positions in the Federal civil service. These constitute a distinct loss to the schools, as they come from the most intelligent and progressive class of teachers and will probably not take up school work again.

# ALLOTMENT OF SCHOOLS.

In order to facilitate the termination and approval of the budgets of the school boards by the end of the fiscal year, the allotment of schools was taken up somewhat earlier than was done last year and was entirely finished by the end of May. This gave the school boards the month of June in which to make up and submit for approval the budgets for the coming fiscal year, thus avoiding the delay which has occurred in previous years, and which often resulted in tying up the school funds at the time they were most needed.

In making the assignment of schools to the various municipalities, a special effort was made to eliminate the inequalities of distribution caused by the former plan of allotting increases to those municipalities that petitioned for them most insistently without taking into consideration other important factors which enter into the problem.

SCHOOL BOARDS.

The school boards elected in November took possession of their offices on January 7. Fortunately a considerable number of the members of the old boards, 70 in all, were reelected, and largely due to this fact the new boards experienced little difficulty in taking up the work of their predecessors without serious interruption. As in past years, the percentage of resignations is quite large, 29 of the 198 members having resigned within a period of six months from the date of their election.

During the past year superintendents were required to forward to the department a separate report on each meeting held by the school boards of the various districts. Where the reports were properly made out, considerable useful information was thus obtained. A small proportion of the reports were practically worthless on account of their vagueness and brevity, and in one district at least only about one-third of the meetings held were reported on.

The total number of meetings reported during the year were 734. Of these 417 were regular meetings and 317 were special meetings. Of the meetings reported, 361, or slightly under 50 per cent, were attended by the superintendents. The proportion between the total number of meetings held and the number attended by the superintendents varies considerably in different districts and in nearly every case appears to be in direct proportion to the influence wielded by the superintendent in the local administration of the schools.

# CENERAL SUPERINTENDENT, CHIEF OF DIVISION OF SUPERVISION AND STATISTICS.

Mr. L. P. Ayres, general superintendent, reports that he has visited during the school year 16 out of 19 districts. Although some of these were very short, a great deal was done in the line of general inspection of schools and conferring with local superintendents, teachers, and school authorities. Of the value of these visits there can be no doubt, and it is very apparent that during the coming year the work of the division must be so arranged as to allow far more time for this work. Plans looking to bringing this about are well under way.

Besides visits of inspection another important part of the work consists in visiting districts for the purpose of conducting examinations, and attending teachers' institutes. During the past year the general superintendent has attended and made addresses in four teachers' institutes, and acted as a member of examining boards which have conducted oral examinations in English of about 150 teachers, and examinations for the English graded certificate of a slightly larger number of teachers.

More progress has been made in that part of the supervision of teachers' work which is done in the central office than in actual supervision in the field. In this work the end which has steadily been kept in view has been the gathering of such information regarding the work of teachers and superintendents as would best enable the department to be cognizant of the efficiency of their work and to assist them in increasing it. As a basis for satisfactorily attaining this end an endeavor has been made to perfect a system of records and filing by which, at the end of the year, it would be pos-

sible to obtain complete and accurate information regarding the year's work of any teacher, and at any time during the year the same information so far as complete up to that time. While the system is not yet entirely satisfactory, it has been to such a degree perfected that now, at the close of the school year, anyone by consulting the card index of the division may find filed for each teacher the reports of all the visits made by the superintendent to the school during the year, the card showing the record of the teacher's work in English, together with the per cents obtained in the examinations, the card showing the teacher's record of absences, the rating form giving in detail the superintendent's opinion as to the teacher's personal and professional qualifications, and finally the card showing the record of enrollment, promotions, and persistence of enrollment in the teacher's room during the year. It will thus be seen that the available information regarding the work of each individual teacher is very complete and practical. By means of recapitulation records, which are kept in the division during the year, all of this information, as it affects any given municipality or district, or the entire island, is systematically kept in conveniently available form. In many minor details the forms used for reports of visits of superintendents to schools have been improved, and by means of the records mentioned above close track has been kept of the number and results of superintendents' visits, per school, per town, and per district.

Another line of work closely related to the foregoing, and which was also begun before the beginning of the fiscal year just closed, is the study of what happens to the pupil after he has been enrolled, how long he remains in school, how he moved from grade to grade. and when and why he leaves. These problems, very extensively studied last year and very carefully treated in the report of the commissioner, have continued to be the subject of continual work during the year just closed. In the study of these problems a very careful census was taken in March, 1907, as was done in March, 1906, of the sex, age, grade, and number of years of schooling of all of the children enrolled in our public schools. In addition a careful record has been made of the promotions of children in each room and grade in the island, and some investigations into the extent of previous experience, both of the children promoted and of those not promoted. addition, and closely related to this investigation, a study has been made of the persistence of enrollment. As the result of the investigation of last year, many of the evils disclosed have to a great degree been remedied, and there is every reason to expect that the figures for the present year will shed an even brighter light upon the existing conditions and make further improvement possible. related problems were extensively discussed at the annual conference of superintendents held in San Juan on January 17 and 18, and so great was the interest there awakened and displayed that it may be accepted as certain that the field force as a whole will continue working to improve the existing conditions in regard to grading, promotions, and persistence of enrollment.

Besides the preparation of these tables for the commissioner's report, which annually forms an important part of the work of the division, statistical statements of minor extent and importance are continually being prepared and sent to the superintendents with the object of always keeping them in touch with the progress of the

work and giving them the advantage of the special investigations made touching various phases of school conditions which from time to time assume special importance and interest. During the year just closed there have been sent out 28 circular letters prepared in

the division and 26 pages of statistical tables.

In connection with the annual census taken on March 1, two special investigations were made. The first was an attempt to gather, as correctly as possible, the most essential statistics concerning the private schools of the island. A similar investigation had been made one year before, and it is believed that reasonably correct figures were gathered both times. The other investigation was an attempt to ascertain how many Porto Rican students were studying in the United States, what institutions they were attending, from what towns in the island they came, and how long they had been in the United States. The results were interesting and valuable, as showing how great an interest has been awakened in Porto Rico along educational lines and how large a number of young men and women are pursuing professional and advanced studies in the United States. During the present fiscal year a decided improvement has been made in the material equipment of the division. New furniture has been purchased, which makes possible the keeping of records in very much better and more accessible form than before. There have also been purchased and eight-column comptometer to assist in performing the many arithmetical calculations incidental to the statistical work, and a new typewriter specially fitted for tabulating.

### SUPERINTENDENT OF EXAMINATIONS.

The superintendent of examinations, Mr. Enrique Hernandez, reports upon six important examinations held during the year as follows:

1. Preparatory teacher's license, July, 1906.—One hundred and eighty-seven candidates presented themselves at the examination for preparatory teacher's license, but only 77 passed it successfully. Although this examination was intended for pupils of the sixth and seventh grades, pupils of the eighth grade and persons holding the common school diploma were permitted to take this examination. In spite of this and also of the fact that the questions asked were very easy, only four of the successful candidates obtained more than 90 per cent total average, the highest mark being 91,60 per cent.

2. Examinations for common school diploma, for rural teacher's license, and for graded teacher's license, September, 1906.—The results of these examina-

tions were as follows:

	Number of can-			imber fully, some subjects.		Failed.	
was appropriate and the second of the second	didates.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Common school diploma Rural teacher's license Graded teacher's license	139 91 53	40 25 14	31.01 27.47 26.42	21 39 18	16.28 42.86 33.96	68 27 21	52.71 29.67 39.62

Most of the successful candidates passed some of the subjects in the examinations previously held.

3. Examinations of rural, graded, and principal licenses January, 1907.—The results of the examination for the several kinds of licenses are shown by the following figures:

Rural license:	
Passed the examination in all subjects	. 33
Received credit in some of the subjects	30
Failed	20
-	
Total	83
Graded license:	
Passed the examination in all subjects	
Received credit in some of the subjects	10
Failed	13
·	
Total	29

The only candidate for principal's license did not pass the examination, but was credited with four subjects.

4. Examination in Spanish for American teachers May, 1907.—Forty-six American teachers took this examination, of which number 37 passed successfully and 9 failed, as shown in the following table:

	Number of can- didates.	Passed.	Failed.
Advanced course	6 18 22	5 18 14	1 8
Total	48	37	9

5. Examination in English for Porto Rican teachers June, 1907.—Classified in accordance with the courses of study taken by the teachers, as prescribed by act of legislature March 9, 1905, we find the following results:

	Number of can- didates.	Passed.	Failed.
Advanced course	372 362 205	329 327 179	3 35 26
Correspondence course	29	25	4
Total	968	900	68

As shown by the above table, 92.98 per cent of the number of candidates passed this examination successfully and 7.02 per cent failed. In the examination held last year an average of 90.62 per cent passed successfully and 9.38 per cent failed.

6. Common school diploma, and common school diploma and rural license combined June, 1907.—The following are the results of this examination:

	Common school diploma.		Rural license.	
	Number.	Per cent.	Number.	Per cent.
Passed in all subjects	169 196 49	40.82 47.34 11.84	60 101 26	30.46 51.27 18.27
Total number of candidates	414		197	

# CHIEF OF DIVISION OF PROPERTY AND ACCOUNTS.

The chief of the division of property and accounts, Mr. C. O. Lord, reports that the property handled by the division was valued at \$80,039.60, an increase of nearly \$10,000 over the last year. The property has been handled at a decreased cost, though somewhat larger expenses have been incurred in transportation due to advancing rates of carriage.

The record of the expenditures of the department is as follows:

# Regular Accounts.

Regular Accounts.		
Receipts:  An act making appropriations for the necessary carrying on the government of Porto Rico for the ending June 30, 1907, and for other purposes  By supplementary legislative appropriations  Assignment from contingent fund governor of Por Repayments to various appropriations	e fiscal year	3, 000. 00 150. 00 366. 90
· Total		651, 751. 90
Disbursements: Salaries, office of commissioner Incidentals and travel Postage	4, 835. 10	32, 812. 16
Text books and school suppliesTransportation of same	1, 096, 52	,
Salaries, common schoolsTravel and incidentals, common schools		35, 786. 25 434, 827. 42
Salaries, superintendents of schools Travel and incidentals, superintendents		,
High and graded schools, salariesIncidentals, high and graded schools		32, 641, 13 43, 206, 52
Library and museum, department of education Instruction and training of young men and women from Porto Rico in the United States Technical education, Porto Rican students in the United States Education, young men and women in the insular normal schools	9, 600. 01 5, 000. 00	422. 65
Salaries, mechanical schools Supplies and incidentals Rent and repair, mechanical schools	11, 616. 29 4, 631. 62 2, 994. 01	19, 775. 80 19, 241. 92
Balance June 30, 1907		33, 038. 05
Total		651,751.90
${\it Misecllaneous\ funds:}$		
Establishment and maintenance of industrial schools (1) Balance July 1, 1906		\$11, 264. 06
Establishment and maintenance of industrial schools (to Balance July 1, 1906		152.47
Balance June 30, 1907		542.03

Common schools equipment (no fiscal year);   Balance July 1, 1906	
School desks and equipment	6, 417. 72 5, 494. 61
Balance June 30, 1907	923. 11
Repairs to San Francisco Barracks:  Balance July 1, 1906  Expended in repairs and remodeling for school purposes	
Balance June 30, 1907	. 01
Trust funds—School extension in Porto Rico.	
Balance July 1, 1906\$50, 405. 35 Repayments by municipalities of proportional shares of cost of buildings erected by the department of educa-	
tion 14, 608. 68	\$65, 014. 03
Salaries, travels, and incidentals       7, 907. 66         Erection of buildings       18, 773. 96         Balance June 30, 1907, erection of buildings       23, 369. 17         Balance June 30, 1907, general fund       14, 963. 24	65, 014. 03

#### SUMMARY.

	Receipts.	Disburse- ments.
Regular appropriations	65,014.03 26,681 11,264.06 542.03 6,417.72 5,494 45.81 45	\$618,713.85 26,681.62 5,494.61 45,80 84,099.67
Total	735,035.55	735,035.55

# CHIEF OF DIVISION OF SCHOOL BOARD ACCOUNTING.

The chief of the division, Mr. A. Gonzalez Font, reports that the system of bookkeeping introduced among the school boards at the beginning of the fiscal year has worked extremely well. Harmonious relations have marked the year's work. The plan of dividing the budget into two parts has given great satisfaction. Under this system the regular budget of each board was made on the basis of its probable revenue as estimated by the treasury department. A supplementary budget based on the cash on hand on July 1, 1907, was afterwards prepared. So far as possible it was sought to have the regular budget cover the regularly recurring annual expenses and devote the supplementary budget to extraordinary expenditures.

Thanks to the economy practiced by the school boards, they find themselves in an unusually favorable situation. This is reflected in the increased balance shown by the following summary of financial operations:

# Receipts.

To balance deposited in the American Colonial Bank in favor of the school boards.  Total amount received by treasurers of school boards from July 1, 1906, to June 30, 1907.  Total amount retained by the treasurer of Porto Rico during the fiscal year 1906-7 in payment of school-construction loans.  Total amount retained by the treasurer of Porto Rico during the fiscal year 1906-7 in excess of treasury bond.  Total	\$43, 228. 51 272, 134. 19 19, 442. 85 11, 646. 24
Disbursements.	,
Disoursements.	
Payments made during the fiscal year 1906–7:       \$60,049.88         A. Rent of school houses       \$60,049.88         B. House rent for teachers       74,443.97         C. Salaries employees local boards       33,007.88         D. Contingent expenses       4,662.11         E. Equipment and furniture       8,932.31         F. Text-books and supplies       1,312.55         G. Extraordinary expenses       56,007.49    Amount paid on account of loans for the construction of school houses	238, 416. 19 19, 442. 85
Total	257, 859. 04
Balance: Deposited in the American Colonial Bank \$76, 946. 51 Cash in hands of insular treasury 11, 646. 51	88, 592. 75
Total	346, 451. 79

# SCHOOL BUILDINGS.

In his annual report the chief of the division of school buildings, Mr. L. D. Lindsley, presents the following tabular statement of construction work under the supervision and direction of the department during the fiscal year 1907:

BUILDINGS COMPLETED DURING FISCAL YEAR ENDING JUNE 30, 1907.

Town.	Kind and material.	Num- ber of rooms.	By whom paid.	Cost.
Catano Coamo Toa Baja Arroyo Bayamon Isabela Utuado Rio Piedras Caguas Yabucca Lares (additional) Patillas (additional)	Frame Frame Frame Portable, frame Portable, frame Portable, frame Portable, frame Portable, frame Masonry Masonry	6 4 4 2 1 1 1	Department Board Department and board Board Department Board	7,384.00 3,742.00 3,800.00 1,300.00 1,000.00 1,000.00 950.00

### BUILDINGS NEARING COMPLETION END OF FISCAL YEAR JUNE 30, 1907.

Town.	Kind and material.	Num- ber of rooms.	By whom paid.	Cost.
Vieques Salinas Quebradillas Aguas Buenas	Cement blocks	6	Department and board Board Department Department	7,599.00 4,270.00

BUILDINGS CONVERTED AND REPAIRED DURING FISCAL YEAR ENDING JUNE 30.

Mayaguez (Federal hospital). Bayamon. Mayaguez (graded)	Frame	(a)	Department	\$2,100.00 700.00 759.81 3,559.81
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a Gallery.

b Roof.

Referring to the above list, among the buildings completed it will be noted that an innovation has been introduced in the purchase of five portable rural school buildings. It was hoped at the time these buildings were purchased that a considerable reduction in cost of rural schoolhouses might thereby be effected, but owing to the failure of a competing steamship line between New York and San Juan, with the resultant raising of freight rates by the old companies, the cost of these buildings considerably exceeded the estimate. It will require several years to test their durability in this climate.

Turning to the list of buildings nearing completion, it will be noted that there are two of cement blocks. This is in line with the recommendation of the chief of this division in the last annual report, and it is believed that the results will fully justify the departure

from the old construction, known as Mamposteria.

The acquisition by the department and conversion into a school building of the Federal hospital at Mayaguez has provided 15 large and well-lighted schoolrooms, besides the necessary offices, storerooms, etc.

SCHOOL DISTRICT NO. 1, SAN JUAN.

School district No. 1 comprises the towns of San Juan and Rio Piedras. Number of day schools, 102; number of teachers, 111;

superintendent, Glen Edwards.

The school system within the city has fallen of its own weight into four groops, namely, the first grades, in which teaching in the Spanish language predominates; the second, third, and fourth grades, in which teaching in the English language maintains and to which the Porto Rican teaching in English is limited; the fifth, sixth, seventh, and eighth grades, in which teaching in English also holds and to which only Americans are appointed, and, finally, the high school. Keeping these divisions in mind, perhaps the best distribution of accommodations would be to erect two 10-room buildings, one in the east and the other in the west end of town for the first-grade children of the city; a 20-room building near the Plaza Colon for the pupils of the second, third, and fourth grades from all parts of the city, and a high and grammar school building somewhere near the present market place. The rapidly growing population of Puerta de Tierra and of Santurce calls for a 16-room school in the first, a 20-room school near stop 17, and a 10-room school near stop 25 in the second.

The situation in Rio Piedras as to housing is very encouraging. The new provision in the law which permits the school boards to buy and hold property in its corporate name has so hastened matters that the school board of Rio Piedras has obtained by purchase or by gift six very desirable lots on which to build. With the funds in its possession it will be able to erect at once a frame building in the barrio of Monacillo, a cement block building near kilometer 21 on Carretera No. 1, and to purchase and repair a building in the barrio of Cupey Bajo for use as a school. When these funds are exhausted the school board should at once make the effort to obtain a loan from the insular government of \$6,000. With this amount it could replace every school now in use on the Ponce and Carolina Carreteras with permanent cement block buildings, erect new frame buildings in the interior barrios, and make the necessary improvements in and around the Hawthorne graded school.

There is much waste in the janitor service in San Juan, a janitor being appointed for every four rooms in the graded schools and

one for every two rooms in the rural schools.

In contrast with this system is the plan proposed in Rio Piedras for the coming year. One janitor will take care of the ten schools. To do this he must travel in a northerly direction 2 miles, eastward 2 miles, and southward 8 miles from the center of the town.

If such a plan is practicable in Rio Piedras with its scattered schoolhouses, how much more easily could it be adapted to San

Juan where the schools are comparativly close to one another.

The problem of a proper enrollment in San Juan has a great difficulty to contend with in the inadequacy of the buildings, nor has the attendance been all that it should be. In this matter the superintendent can do little without the hearty cooperation of the board. It is to be regretted that the board does not take a more active interest in this phase of school work.

English work in the district has been very successful in the third and fourth grades, but less satisfactory in the second grade. This is due to two factors; first, the fact that the best teachers were not employed in this grade, and, second, to the fact that the English work

starts in this grade.

The superintendent vigorously defends the plan for San Juan of having the major part at least of the work of the first grade in the Spanish language. His point of view is that in the first grade must be taught principally good school habits, and that this can best be done by the use of the home language. With the untrained and undisciplined children who pour into the schools this is occupation enough for the teacher. Toward the end of the year classroom orders may be gradually introduced in English, and some counting and simple arithmetic done in that language.

The English classes for Porto Rican teachers have been markedly successful. This is due in great measure to the large number of teachers necessitating a special organization of the work and the employment of a highly gifted American teacher exclusively in it.

The scarcity of buildings suited to large schools has led in San Juan to the renting of smaller buildings which have been used as

rural schools oftentimes in the immediate neighborhood of the graded schools. This is a very unsatisfactory arrangement, since it makes distinctions in the grade of instruction offered in the same streets. The absorption of these small rural schools in the larger graded groups can be most effectively accomplished through larger and better buildings in Puerta de Tierra and Santurce. In the meantime they should in a number of instances be raised to graded rank and affiliated with the nearest graded group.

Night schools in San Juan have a somewhat broader scope than in the smaller towns. Better provision should be made for adults, and the experience of the year leads to the belief that a night school for

adults exclusively would give excellent results in San Juan.

While acknowledging the better results of this year's institute over previous efforts the superintendent is of the opinion that institutes as they are now conducted do not meet the needs of the teachers. He says:

Dividing the teachers into the progressive and nonprogressive, it is a question whether it is worth while taking the progressive teachers away from their regular work for a day or two in order that they may attend a conference which is limited seriously in scope and effectiveness by the small absorptive capacity of the nonprogressive group. There should be some special work for the latter in order that the first may be free to progress at their own speed. A line of division for the two groups can be found in the English work. The following is quoted from a letter written to the commissioner of education, dated April 5, 1907:

"The number of Porto Rican teachers holding English graded licenses has reached such proportions that something should be done to bring the fact and its importance vividly before the island. To this end, a teachers' institute should be organized, the programme to be entirely in the English language. Some centrally situated town offering accommodations for 400 persons should be selected. There are several difficulties in the way. It will be hard to find accommodations for so many people, the cost of transportation will be heavy, and the question of board will be perplexing. None of these ought to be insurmountable, however, for if the barracks could be secured for the use of the institute, Aibonito would be the ideal town, and the legislature might be induced to set aside a sum sufficient to cover a good share of the cost of board, and travel."

The report closes with an expression of great satisfaction that some of the long-felt need for better school buildings is soon to be met by the erection of the large 20-room building in the Plaza Colon.

# SCHOOL DISTRICT NO. 2, CAROLINA.

School district No. 2 comprises the towns of Carolina, Trujillo Alto, Rio Grande, and Loiza. Number of day schools, 46; number

of teachers, 49; superintendent, George L. Spaulding.

Attendance in the schools of the district is considerably affected by the prevailing agricultural pursuits. Where sugar cane is dominant there is a tendency toward slack attendance in the second term of the year, January to March, since larger boys are drawn into the work of cutting the cane. It is suggested that a school year beginning in July, with vacation months during the winter, would give more satisfactory results in such regions.

In general, satisfactory attendance may be reported. Very helpful as a stimulus to teachers has been the practice of making a monthly report of schools having a high attendance percentage. Whenever enrollment and attendance were deficient the attention of teachers has been called to the fact. In the case of rural schools a persistently bad record has led to the closing of the schools and their transfer to other points of the district. The apprehension of such a change has several times had very efficient results and made the transfer unnecessary. The superintendent believes that this method accomplishes better results than having recourse to the law and compelling unwilling parents to send their children to school. The obvious objection to this plan is the dissipation of energy in school work, and this makes it simply a measure of final resort to be used sparingly.

English has not yet been authorized as the school language in this district, but steps looking to its introduction have been taken. Some of the subjects have been taught in English whenever possible under the direction of the American teachers. An attempt has been made to teach in the first grade the numbers in English, though all instruction is in Spanish. In questioning the children the teacher uses the Spanish language, but gives the English names to the numbers. This may result in a mere linguistic hodgepodge or it may accomplish its purpose of bridging over the difficult step from the Spanish first

grade to the English second grade.

Strenuous efforts have been made to encourage the use of English among the teachers and develop in them the habit of employing that language. English was made the exclusive means of communication between the teachers and the superintendent's office. The regular classes in English for the Porto Rican teachers were supplemented by writing compositions in that language. Several teachers' conferences were held during the year in which English only was used, and, by request of the superintendent, that language was used in the annual teachers' conference of the district. The superintendent is highly encouraged by the results of these efforts and believes that he sees a hopeful progress among the teachers.

Four night schools in the district have had to cope with the usual difficulities of irregular attendance and brief enrollments. The agricultural school at Carolina is located on land quite unsuited to farming operations and in the past year has suffered more than usual from the considerable rains of the early part of the year and

the pronounced drought of a later period.

Not a little difficulty has been experienced in adopting the standard course of study to the needs of the schools in this district.

# DISTRICT NO. 3, FAJARDO.

School district No. 3 comprises the towns of Fajardo, Naguabo, and Vieques. Number of day schools, 47; number of teachers, 47; superintendent, Harold M. Stiles.

The district suffered at the beginning of the school year from frequent changes in its executive officers. In the early part of the year, owing to the difficulties in the way of opening up the same number of schools as in the previous year, the aggregate attendance of the district was hardly satisfactory. Later on more schools were opened and some were given a double enrollment, bringing up the total to a figure which compares satisfactorily with that of the preceding year.

In general the attendance in the rural schools is good, but there is much variation. It would seem to depend chiefly upon the personality

of the teacher and the extent to which he keeps in touch with his people whether he secures good attendance or fails to do so. There are not lacking cases of nonresident rural teachers who, though suffi-ciently faithful in their duties within the school house, fail utterly in this larger aspect of their work.

Attendance in two schools has been better in Naguabo and Vieques than in Fajardo. In the latter town population is somewhat scattered. A considerable number of children of upper grades live in the settlement of the Plaza, where the distance is a serious factor in bad

Both Naguabo and Fajardo have had to struggle with inadequate school facilities. Due to prosperous sugar centrals there has been a large increase of the urban population. In Fajardo the difficulty was in part overcome by the removal of a rural school to town, giving it also a double enrollment. Relief can only come by the assignment of new schools to these towns. Fajardo has contracted a loan for a sixroom school building, which will accommodate the schools now in rented buildings and also provide additional schools. The building in Vieques now under construction will replace the old rented build. • ing in a most acceptable manner, but will be too small for the needs of The Viegues board has under contemplation the erection of a second building, and with its ample funds should be able to carry out its purposes.

Progress in English is noted, that language being gradually introduced as a medium of instruction. There was some difficulty in making the change, but the results have proven satisfactory. A primary difficulty seems to be the keeping of a good class of American teachers, and the district has suffered by transfers. It has been the experience in this district that the transition from Spanish in the first grade to English in the second is too abrupt, and it is recommended that more attention be given in the first grade to English teaching.

Night schools show a smaller but more regular attendance in the second term. One reason for a shifting enrollment noted in this district is that parents sometimes send their children to night school until an opening occurs in the day schools and then transfer them to the latter. Recognizing the ineffectiveness of the night school from many points of view, the superintendent is convinced that they are rendering an important service.

# DISTRICT NO. 4, HUMACAO.

School district No. 4 comprises the towns of Humacao, Yabucoa, Maunabo, and Patillas. Number of day schools, 46; number of teachers, 45; superintendent, John Mellowes.

Very special attention has been given in the past year to matters of enrollment and attendance, with gratifying results in a more stable enrollment and more regular attendance. One effective method in securing this result has been a careful scrutiny of all requests to remove children from school and the denial of those which did not appear to be justified. Despite all these efforts the aggregate number of children in attendance has not increased. It was found impracticable for lack of teachers to open the same number of rural schools as in previous years.

Prompt and regular attendance has been secured by the immediate investigation of all cases of irregularity. In a number of cases parents have been judicially warned of their responsibility in this direction, though no fines were imposed. With greater steadiness in the enrollment and with greater regularity in attendance, there has been an opportunity for better work. It must be noted, however, that this has been in part offset by many absences of teachers, which have seriously impeded the progress of the school work.

In the graded schools of Humacao and Yabucoa the work has been done on the half-English half-Spanish plan. Progress has been slow but steady, and the next year promises better things. In Humacao special supervision has been given to the work in English by a special American teacher and the superintendent. A daily class of the native teachers for comment and suggestion in regard to the work was held. If possible an effort will be made to have a similar arrangement next year in Yabucoa. In the smaller towns of Maunabo and Patillas it will probably not be possible to organize the schools on a satisfactory English basis for some time to come.

When there is a fair knowledge of English among pupils and teachers there is little difficulty in following the course of study provided by the department. When this is not the case there is great difficulty in the matter of grading pupils. Pupils who have reached the seventh grade in Spanish can not continue in that grade when the work is begun in English. They must be reduced to a grade better suited to their limited English vocabulary. This difficulty, which also works some injustice to the pupils, will only gradually disappear. Until it is overcome there must be some confusion and not a little dis-

content among the pupils.

Each town in the district has one or more rural or preparatory schools within the town limits. They are in effect part of the town school system. They are the result of two factors, the inadequacy of the graded schools for the town needs and the unwillingness of teachers to go out into the rural districts. They are anomalous and should be done away with. The location of these schools in town limits is robbing the countryside of the benefits intended for it. The need of more rural schools in this district is very great. Strenuous efforts to secure rural teachers have led to no results. It is to be hoped that with an increase in the ranks of rural teachers it will be possible to make larger provision for the needs of this district. We have thus far failed to fill the quota allotted.

The six night schools in the district have not given very good results. The drain upon the teachers is great, and it is doubtful

whether it is wise to continue them.

Good results flowed from the annual teacher's institute. The subjects discussed were thoroughly practical and the interest of the teachers was very great. A good public meeting was held in con-

nection with the institute.

There has been much interest in improving school buildings. Patillas has added a room to its graded school building. Hamacao is to have a two-room building at the Plaza, and is looking to the department for encouragement to build new buildings in town. Maunabo has not yet made up its mind as to a location. Repairs have been made willingly by the school boards when necessary. Pleasant relations have prevailed with the school boards throughout the year, and there has always been a friendly cooperation in the school work.

# DISTRICT NO. 5, CAGUAS.

School district No. 5 comprises the towns of Caguas, Gurabo, Juncos, San Lotenzo, and Aguas Buenas. Number of day schools,

53; number of teachers, 50; superintendent, C. A. Reichard.

The region comprised within this district has undergone marked economic changes which have materially affected school work. The enormous growth of the tobacco industry has led to the small landholders selling their land to the tobacco companies and moving townward, so that the town population, more especially of Caguas and to some extent of Juncos, has considerably increased. At the same time the treatment of tobacco requires considerable space and the tobacco companies are renting buildings for such purposes throughout the district. The result is, especially in Caguas, an overcrowded town and high rentals. Sickness has followed overcrowding and typhoid fever has been rampant. As a result of these factors we note the following results in school work:

(a) Insufficiency of town schools to meet the demand.

(b) Opening of rural schools in town limits as a partial relief.

(c) Decline of the rural school proper.

(d) Impairment of enrollment and attendance through sickness alike of teachers and pupils.

(e) As the graded schools have been extended, high rents have made it necessary to be content with inferior buildings. The physical capacity of the more recently acquired buildings is less, and consequently the average enrollment can not be so high as formerly.

(b) Rural schools in urban limits have been an unavoidable necessity, since the boards lacked the funds for the more costly graded schools and since the pressure for accommodation was so great. Generally speaking, these schools have been placed in charge of young women of pronounced teaching ability who have devoted themselves with success to teaching groups composed exclusively of first-grade pupils. The schools therefore are an integral part of the town system.

(c) The shifting of population, due to the disappearance of the small landowner has made it impossible to maintain with an adequate enrollment some of the rural schools previously established, and has impaired the efficiency of others by withdrawal of pupils and

a changing enrollment.

(d) The effect of sickness is obvious and needs no comment.

English work has been had in Caguas on a larger scale than in former years and in another year all town schools above the first grade should be placed on an English basis. The grammar grades have been taught by American teachers whose difficulties in matters of discipline have affected the efficiency of their teaching. Good results have been had from Porto Rican teachers using English as a medium of instruction. They have shown much interest and have availed themselves eagerly of the opportunities offered by a weekly practice class, and by the regular instruction offered in English to improve their knowledge of the language.

None of the towns in the district has had American teachers except Caguas. Instruction in English as a special subject has been given

by the Porto Rican teachers.

Better buildings are sadly needed in the district. One four-room building in Caguas, the first erected under the American Government of the island is the only modern building in the district. Plans are being drawn for a 12-room addition to this structure which will give Caguas a commodious 16-room building. Contracts for a new building at Aguas Buenas have been let. This will still leave Gurabo, Juncos, and San Lorenzo unprovided with modern buildings.

# DISTRICT NO. 6, GUAYAMA.

School district No. 6 comprises the towns of Guayama, Arroyo, Salinas, Cayey, and Cidra. Number of day schools, 63; number of

teachers, 68; superintendent, John F. Packard.

Taken as a whole the enrollment in this district has not been as high as it should be. Teachers were instructed to spend Saturdays interviewing parents, and the municipal authorities were advised as to the law on compulsory attendance, yet in spite of all these efforts several of the rural schools barely averaged an enrollment of 30 pupils during the present school year. In the rural schools we have had to contend with attractive opportunities for employment in the sugar plantations, to some extent with political feeling, and with irregularity in the attendance of teachers which has seriously affected the enrollment. In the graded schools better results were had in the lower grades, but in the upper grades of the town of Guayama there was a loss of pupils through the opening of a private school by the former principal.

The legal machinery provided by law for securing the attendance of pupils has been freely resorted to and the notice of intention to appeal to the justices' courts has had a salutary effect upon parents negligent in the matter of sending their children to school. This has required a strict supervision of the absences of all pupils in order to

ascertain when such absence was unjustifiable.

Guayama is the only town in the district where an attempt has been made to establish an English system of schools. The first grades, it is true, are taught wholly in Spanish, and the second grades half in that language; but all upper grades are taught entirely in English. As in many of the smaller towns the plan has to cope with great diffi-The public was not thoroughly in sympathy with it, and there has been difficulty in securing competent Porto Rican and American teachers. Perhaps the latter difficulty is the greatest. Without careful and intelligent supervision by the American teachers, instruction in the English language is of problematical success. The American teachers appointed in Guayama did not have the qualities needed for the difficult work. It would seem as if, without higher qualifications to teach in English among the Porto Rican teachers, we had been overzealous in pushing the work in English. Every year brings improvement, and it is hoped that the initial difficulties experienced in Guayama will be soon overcome.

Two rural schools in town limits, one in Cayey, and one in Cidra, have given good results in first-grade instruction. But it must be

recognized that such schools in town limits do not carry out the wishes

of the department to provide for the rural districts.

The teachers' institutes held in the district consisted of papers and discussion, practice classes, and in Guayama of a reception to the teachers offered by the local board. The superintendent reports favorably on the practice classes, enthusiastically on the reception, and disparagingly on the discussions. He renews the recommendations of former years that a department director be appointed, "who should give a thorough study to the problems to be presented, and who should eliminate as far as possible all discussion that does not bear directly upon these topics."

It is gratifying to note the progress of school buildings due to the initiative of the school boards. The four-room frame building opened in Arroyo in December was paid for by the proceeds of an insular loan. The four-room cement-block building under construction at Salinas is also to be paid for by the board. At Guayama, after much delay, a site was secured and plans have been prepared. This building also will be constructed in large part from local funds, though

the department has made a slight contribution.

Nowhere is the need of new buildings greater than in Cayey. Rents are excessive in this town, and suitable buildings are not available. Unfortunately, the town is poor, and substantial aid must come from the insular government.

The local boards throughout the district have given much attention to the matter of school buildings, and those rented for rural schools

are, with few exceptions, as good as can be had.

Private schools, of which there are a few in the district, do not, with a single exception, enter into competition with the public school system, the majority of their pupils being children too young to be admitted to our schools. The exception noted is the school of Mr. Carlos Munoz, formerly principal at Guayama. His pupils have been more advanced and have made good progress, possibly because with a limited number of pupils each one has received individual attention.

At Cayey and Guayama, the night schools, being composed almost entirely of servants employed during the day in private families, have given fair results, and there has been satisfactory continuity in the work. In Arroyo, where the pupils are mostly stevedores, and in Cidra, where they are tobacco workers, the schools have reflected business conditions. A temporary shut down of the cigar factory in Cidra caused many to leave town. In Arroyo, when business is dull, the school is well attended, but falls off when trade is brisk.

# DISTRICT NO. 7, AIBONITO.

School district No. 7 comprises the towns of Aibonito, Barros, Barranquitas, and Comerio. Number of day schools, 42; number of

teachers, 44; superintendent, Z. C. Staples.

Owing to unusual rains the inspection in this district, owing to bad trails, has been exceptionally difficult. The small town of Barranquitas is connected with the headquarters at Aibonito by a good macadamized road. The other towns can only be reached by difficult trails across the mountains. The location of headquarters in a corner rather than the center of the district makes a large amount of

travel necessary. Better things are looked for in a year or two when roads already underway shall have been completed connecting all the towns in the district.

The general poverty of the district and the restricted resources of the school boards is another obstacle to the best development of the school system. Praise is due the local authorities for their strict economy and earnest efforts to get the best possible results from the means at their disposal.

For the first time a good office equipment has been obtained, and up-to-date business methods established in the superintendent's office. The need of good office records is the more urgent in a district such as

this, where communication is so difficult.

In the graded schools of the district the teachers are, as a rule, young and progressive, and good results have been obtained. The rural schools contain a larger proportion of old teachers wedded to antiquated methods which they can not lay down to take up new ones. Improvement here comes through the gradual filling up with

younger teachers.

This is not a district which can hope to make an exceptional showing in the matter of enrollment and attendance. The tobacco fields and coffee groves offer at certain seasons much employment for children. Then, again, the demand throughout the district for storehouses for tobacco makes a demand for all the larger houses which might be available for rural schools. Rented buildings are too small to hold a large number of children. Finally, a factor which affects attendance rather than the enrollment is the topography of the region, with its many streams subject to sudden floods after heavy rains. In cases of irregular attendance a warning note to parents has generally proved successful. Appeal to the justice of the peace is not very effective, owing to the difficulty of proving that the children are of statutory age, and, secondly, that the parents are able to send the children to school if they so desired.

In Aibonito the second and third grades have been taught wholly in English, the higher grades half in English and half in Spanish. The work of the Porto Rican teachers using English has in some cases been excellent. Less satisfactory has been the work in upper grades. The children were hardly prepared for work in English, and there has been a lamentable lack of continuity in the work of the American teachers by reason of frequent changes in the personnel.

It is highly regrettable that in view of the interest displayed in English the department has been unable to equip adequately the district with English teachers. The isolation of Barros and Comerio has always proved an obstacle to securing any permanent teacher in these towns. In spite of this fact there are several teachers in these towns quite as capable of teaching in English as most of the Porto Rican teachers now engaged in that duty, but with a lack of constant association with and the supervision of an American teacher, the introduction of English work is not to be recommended.

The district is poorly equipped. The only modern building is the Brumbaugh school at Aibonito. All others are rented buildings poorly adapted for their purposes. The furniture is in keeping with the buildings. The absence of modern schoolhouses and modern furniture is very depressing—it is a seemingly unavoidable result of the general poverty of the region. The school boards feel this

situation very keenly and are earnest in their desires for improvement. It is much to be hoped that the department can give this district some substantial aid in the near future. The situation has recently been aggravated by the extension of the tobacco plantations which has markedly increased the population of Aibonito and Comerio and created new needs, but not as yet the means of meeting them.

Creditable progress has been made in music by the school bands of Comerio and Aibonito. A band has also been organized in Barranquitas. These bands made a very excellent showing at the annual teachers' conference and added to the interest on that occasion. The professional aspects of the conference with its papers and practice classes were good and it is believed helpful to the teachers.

# DISTRICT NO. 8, COAMO.

School district No. 8 comprises the municipalities of Coamo, Juana Diaz, and Santa Isabel. Number of day schools, 61; number of

teachers, 61; superintendent, Gail S. Nice.

Efforts were made to secure as large an enrollment as possible at the beginning of the year in each school. No effort was made to increase the enrollment after the first month. The aim has been rather to retain those enrolled and maintain their regular attendance. A pupil once enrolled in a school has been considered a member of the school until the end of the school year. His prompt and regular attendance as well as proper conduct have been insisted upon and secured, in some cases by reference to the law and in other rarer cases by threatening fine and imprisonment of the parents or guardian. In no case, however, this year has it been necessary to take more strenuous action than the public reprimand. His withdrawal from school permanently and indefinitely has not been permitted under any circumstances other than change of residence, and then only after looking into each case and ascertaining exactly whether or not the alleged change was to be made besides, in cases of actual change, insisting upon reenrollment.

Three graded schools in Coamo and two in Juana Diaz have been in charge of English graded teachers; one result of last year's work. Two graded teachers of Coamo not holding the English graded certificate, one in Juana Diaz, and one in Santa Isabel, have been in charge of schools teaching in English; another result of last year's work. One graded teacher in Coamo, three in Juana Diaz, and three in Santa Isabel, not holding the English graded certificate, have given instruction during the whole or a part of the year in the subjects English and arithmetic in the English language; the result of

last year's and this year's efforts.

Viewed as a whole, the result of last year's and this year's efforts combined has been to make it possible to give instruction in all subjects in the English language in all grades except the first in Coamo, in all except the first and second in Juana Diaz, and in all except the first, second, and third in Santa Isabel; besides at least in arithmetic in the second and third grades excepted.

There is one rural school in this district located strictly within the town area, in the town of Santa Isabel. This school was assigned to the barrio Calambrena, but the board was unable to find in that

This barrio joins the town barrio a suitable and available house. proper and as the house which has been occupied was both suitable and available, it has been used and the majority of the pupils have come from the barrio it was meant to serve. This is the first year the barrio has had a school. The teacher placed in charge of the school is a good teacher, and it seemed possible through her help to fit a first grade for promotion to second. The attempt was made and about the average usually passed will form part of a second grade next year. The hours of the school have been the same as those of the first grade of the graded schools, and teacher and pupils have been treated the same as though teacher and pupils of a graded school, except that the teacher has received a rural teacher's salary. As a matter of fact her work has been more productive of good results than that of the graded teacher in charge of the regular first grade. The arrangement should be continued.

The usual difficulties in regard to enrollment in night schools have existed and have not been overcome. The average enrollment, per school, for the seven night schools of the district at the end of the first month was about 42, and at the end of the last month of the school year was about 25. This condition has resulted from a gradual falling off from the beginning to the end of the year in some cases, in other cases fluctuating enrollment, and in two cases almost constant enrollment throughout the year. At the end of the first month the highest enrollment in any of the seven schools was 52, and the lowest 22, and at the end of the last month the highest enrollment was 45 and the lowest 14.

Night-school pupils are usually children of the poorest of the poor families, illegitimates, eking out an existence as servants, bootblacks, store clerks, and employees of sugar and coffee plantations, or tobacco fields and factories. They come, in a word, from the exceedingly dependent classes. Attendance at a night school at all is good indication of a desire for education. And as their time is never their own, in most cases, it is not strange that the attendance sometimes is interfered with and becomes irregular or that they are compelled to withdraw and return, and withdraw and return again. In a great many cases, however, certainly it is true that the pupil loses sight of his good purposes because he lacks the tenacity and doggedness that at first thought it may seem he should possess in order to succeed in that purpose, and he drops out about two-thirds of the way through the year and does not return until the beginning of the next year. In any case, the night school is a profitable investment and should be continued and the numbers increased, if even for nothing more than for the sake of the few who enter and remain constant through the year to its close.

The object of the institute this year was to restate, reemphasize, and reillustrate the importance of certain points and principles reckoned most important of all those insisted upon this year and last. These points are four in number, as follows: (1) The teacher's preparation of daily work; (2) methods, natural better than artificial; (3) concreteness in the matter of keeping well-marked relations between different subjects, but in particular well-marked relations between the different lessons of the same subject; (4) reading, as being the expression of ideas and thoughts. Outlines were

prepared for papers on the teaching of arithmetic, Spanish, nature study, and English. These papers were prepared and read by the same teachers who, following the reading of the respective papers, presented practice or model classes in the same subjects. An outline for an introductory discussion of the principal points and related minuter principles was furnished the director of the institute, who was good enough so to give himself up to the plan as not only to develop this discussion most simply and clearly, but also to conclude the presentation of each subject on the part of the teachers delegated to that task by an analysis on his own part of the principles involved, together with explanations of their applications. No open discussion on the part of the teachers not assigned special tasks was allowed. Questions were permitted and were answered by the director himself. All teachers were required to report upon the institute, following an outline prepared for them for that purpose. Mr. Lutz closed the institute with a paper full of valuable and interesting information and advice regarding the work and policy of the department, for which the teachers, as some have told me personally, were very glad. plan is a good one and would bear repetition along other lines and with more careful preparation. Its success or failure depends almost entirely upon the director; and in this case the director was Mr. Miller. There is, therefore, no need for comment. Both teachers and

superintendent have benefited by his direction and help.

Two graded buildings were opened at the beginning of this year one of six rooms, at Coamo, made possible by a loan from the treasurer of \$6,000 and a gift from the municipality of \$2,000, and one of four rooms, at Santa Isabel, paid for half by the department and half by the board. Also three new rural buildings have been opened in Juana Diaz of the same construction as the two erected last year. making a total of five masonry rural schoolhouses in Juana Diaz. sixth, the fourth during this year, has just been begun, and at the time of writing this report the door and the window frames are being put into place. These four are made possible by a loan from the treasurer of \$6,000. Besides these six buildings the department will construct for the Juana Diaz board two of the same kind as soon as the board is able to acquire satisfactory sites. One site was acquired some time ago and title approved, but the other is still in the throes of the long process of examination of title. The Santa Isabel school board have been able to do no more than acquire sites for the construction of six rural schoolhouses. They are allotted seven rural schools, one of which is housed in a modern frame building erected by the department. The board has just recently been granted a loan from the treasurer of \$5,000, which, together with about \$1,200 the board has in the bank, will be used in the construction of the six remaining houses. The construction will be of cement, or, more properly speaking, concrete blocks. Plans will be furnished by the department. Each of these buildings will be equipped from the start with a bell, and the buildings in Juana Diaz will be fitted with the same convenience as soon as the board is able to agree upon the kind of bell to be used. The town schools of each town, Coamo, Juana Diaz, and Santa Isabel, enjoy the advantage of a large bell, which makes tardiness inexcusable and adds dignity to the machinery of the schools.

#### DISTRICT NO. 9, PONCE.

School district No. 9 comprises the towns of Ponce and Penuelas. Number of day schools, 87; number of teachers, 9; superintendent. Daniel F. Kelly.

At the beginning of the school year the district was reduced by transferring the town of Guayanilla to the school district of Yauco. Penuelas, which before this year was annexed to Ponce, has profited by a separate administration. It has provided for its needs and will

close the year with surplus funds.

The district enjoys the distinction of having an enthusiastic and capable corps of teachers. On taking charge of the district in May, 1906, the superintendent found that in some of the schools the discipline was not so good as it should have been. A reorganization of the graded schools was effected by appointing a supervising principal and placing each of the buildings in charge of one of the graded teachers as acting principal. The supervising principal has charge of all the schools up to the third grade, inclusive, the higher grades being in the grammar school. He supervises all teachers' practice classes and gives special attention to the grading and promotion of pupils. The system has worked very effectively and should not be disturbed.

During the year enrollment and attendance has been well maintained. This is particularly gratifying, as no recourse was had to the courts for assistance. The result is due to the efforts of teachers, though they have been aided and encouraged by the fact that the people of Ponce are more alive to the advantage of schooling than is the case in other towns on the island. The method of stimulating the efforts of teachers was the preparation of a monthly report and a classification of schools as follows:

A. Enrollment and attendance good.
B. Enrollment good, attendance poor.
C. Enrollment poor, attendance good,
D. Enrollment poor, attendance poor.

No enrollment less than 50 was considered good, nor attendance of less than 90 per cent. The classification of the schools was communicated to the teachers by circular letter. There may have been a few cases when the method of classification, especially as concerns enrollment, was hardly just to the teachers, especially those having small rooms and upper grades. But in general the results were good, though in continuing the plan some consideration should doubtless be given to the modifying circumstances above noted.

There are in Ponce besides the public schools an industrial school established by the Porto Rico Benevolent Society, two schools supported by the Roman Catholic Church, one by the Episcopal Church, besides some private schools for very young children. There can be no doubt that in some of the schools the religious motive enters into enrollment of pupils, but in general children go to them because

there is no room for them in the public schools.

The system formerly in vogue in this district of having one-half the instruction in Spanish and one-half in English, in certain grades, has been done away with. All grades except the first, which is taught in Spanish, are now taught in English. The change was possible because the district now has more teachers capable of teaching in English, and also had in view a better discipline and a more exact responsibility for the grades. Under the former system of alternating teachers it was not easy to fix the responsibility for unsatisfactory results. Good success has attended the introduction of teaching in English in some rural schools near the city. These are sufficiently near town to permit pupils to continue their studies in the grammar

school, and the way should be kept open for them to do so.

The practice classes inaugurated in former years in the district were continued, though not with the same frequency as formerly. There seems to be a danger of monotony. Yet the work is very important, and the situation could possibly be best met by a regular critic teacher, who should attend the regular classes. It is of the highest importance to prevent the Porto Rican teachers from falling into errors of speech, either in pronunciation or in construction, and it is a familiar fact that an uncorrected error easily becomes a permanent defect.

Five night schools in the municipality of Ponce have given excellent results. The superintendent is of the opinion that as many as 50 per cent of those who started continued in the work. The pupils are mainly young children who could not find a place in day schools.

In the conduct of the institutes a mistake was made in having the proceedings for the graded teachers conducted entirely in English. It appeared to restrict the freedom of discussion, as the teachers were not willing to make extemporaneous remarks in English. The rural teachers had a separate meeting, and they were given an

opportunity to see the city schools in operation.

It is gratifying to report great progress in school building. Some very inadequate rented buildings were given up and several schools united in one building. Needed repairs to the Hamilton School and the Horace Mann School rendered them better suited for occupancy as school buildings. Rural buildings were in a number of instances changed, and better buildings were secured. A public-spirited citizen, Mr. Eduardo Torres, is constructing a rural school on his plantation near Ponce, which he proposes to give, rent free, for school purposes.

With the cooperation of the city a comprehensive plan of school building has been outlined. The city has imposed the school tax, and by virtue of this increased income the school board has secured from the insular government a loan of \$50,000. Its building programme includes a two-room addition to the Baldonaty School in the Cantera district, a six-room building at the Playa, and two buildings one of 12 and one of 8 rooms in the town. On the completion of these structures rented buildings will no longer be necessary to house

the graded schools now established in Ponce. Better buildings are needed in Penuelas.

The work of the agricultural school in Ponce is very ineffective and the building should be used as a rural school.

Despite great difficulties in starting the work, the mechanical school in Ponce has given good results. Regret is expressed that this

form of instruction should be given up.

The high school graduated at the end of the year nine pupils in the classical and scientific courses and seven in the commercial course. The closing exercises class day and commencement were highly creditable. Much interest has been taken in athletics. A team was sent

to the interscholastic meet in San Juan, and also met the insular normal school in Ponce. A declamatory contest with the insular normal school was also held at the theater in Ponce before a large and appreciative audience.

# DISTRICT NO. 10, YAUCO.

School district No. 10 comprises the towns of Yauco, Sabana Grande, and Guayanilla. Number of day schools, 56; number of

teachers, 55; superintendent, Roger L. Conant.

The year opened in the town of Yauco with a conflict. Two members of the school board had bound themselves to nominate a certain teacher, but when they found that they could not do so without refusing to nominate some one of the teachers that had had schools in the previous year they refused to nominate anyone. The utmost efforts were made to bring the board to act, without avail, and finally the teachers were appointed by the department of education. This caused a delay in organizing the school system, which had serious consequence on the work of the year.

The board indeed resigned, but came into office again through the

fall election.

Sabana Grande, too, by reason of the reduction of graded schools to rural schools, suffered an entire reorganization of its school work.

There have been prolonged epidemics of measles and chicken pox, which have materially reduced enrollments during the year. No special effort had been made, as in the previous year, to keep enrollment at the top notch. Perhaps by not forcing reluctant children into school the general tone has been improved.

The attendance keeps up the record made last year.

From partial returns it appears that about three-fourths of the pupils have been continuously enrolled throughout the year, though

many of them were absent on account of sickness.

Town schools throughout the district were placed this year on an English basis, seven schools being in charge of Porto Rican teachers licensed to teach in English and ten others in charge of Porto Rican teachers not so licensed. In order to put this scheme into operation it was necessary to place eight schools in charge of alternating teachers. This arrangement is a poor makeshift, which has obvious defects in regard to discipline and responsibility for promotions, property, enrollment, and attendance. On the whole, results have been reasonably satisfactory. The first year of such an arrangement is necessarily experimental. Without exception the teachers have worked hard and with intelligent enthusiasm. In Yauco and Sabana Grande the American teachers rendered much assistance in visiting regularly the schools taught by Porto Rican teachers and correcting their mistakes in the English language.

For the annual teachers' institute a new plan was adopted, with good results. Before the meeting each teacher submitted a list of questions, which aggregated upward of three hundred. The superintendent sorted and classified the questions, bringing them up one by one at the conference and, after general discussion, formulating carefully the general results. The teachers have unanimously declared the institute the most profitable they had attended, and requested

that the same plan be followed another year.

The deadlock on the school building question in Yauco continues and nothing has been accomplished. Sites have been obtained for two rural schools in Sabana Grande and one in Guayanilla, but no reasonable bids on the same having been obtained the department has not yet constructed them. The administrator of the Guanica central has agreed to build a two-room structure and rent it to the board to accommodate the increasing number of children in the settlements grouped about the factory.

There are a few private schools in the district, attended chiefly by very young children. Some of them come afterwards to the public schools, bringing with them bad habits acquired under the lax disci-

pline and routine methods of the private schools.

#### district no. 11, san german.

School district No. 11 comprises the towns of San German, Cabo Rojo, and Lajas. Number of schools, 65; number of teachers, 69;

superintendent, Paul E. Taylor.

The three municipalities which comprise the district differ widely topographically, in climatic conditions, industries, and character of inhabitants, all of which tend to affect progress and general averages. When one teacher with little effort has an average attendance of 95 per cent, another with the utmost endeavor can obtain only 85 per cent.

San German, on the foothills of the main range of mountains, is equally divided between cane and coffee producing lands. Rains are frequent, streams swollen and roads and trails often impassable. Anemia is common, and this, with the gathering of the coffee crops, makes the problem of the rural schools peculiarly difficult.

Lajas is a fruit-growing country, with less rain and industries which do not draw away from the schools, though poverty is fre-

quent.

Cabo Rojo produces a great variety of products and is the center of hand-woven palm hat industry. Thrift and industry are general, and this is reflected in better school attendance.

The enrollment and attendance have been excellent without resort

to the compulsions of the law.

Double schools have been discontinued. A teacher who had double sections last year, and obtained only 25 per cent promotions, had 90

per cent in the present year with a single section.

Eight grades in San German have been placed on an English basis with good results and popular approval. Efforts to use English more freely have been made in Cabo Rojo, but for lack of proper supervision and practice classes, the result cannot be deemed satisfactory. Success in this work must for some time to come lie in eternal vigilance and intelligent direction by a good critic teacher. The mere fact of being authorized to teach in English does not prove that a Porta Rican teacher can be trusted to work without supervision, any more than the fact of being an American teacher of itself makes a good critic.

Night schools in this district show plainly all the defects stated in the last report of the department. Pupils are responsible for their ineffectiveness in large measure, but the teachers are not wholly without blame. The urgent need for higher attainment is better salaries, special teachers, and stimulated effort.

In the matter of making promotions some changes were made. During the last term lists were prepared for each child, giving its school history and the teacher's recommendation for promotion. All first grades were examined by the superintendent or his assistant and results compared with the teacher's lists. In every case the results of examination and the teacher's record were compared and promotions made by the superintendent. Cases of marked discrepancy were specially examined.

In San German the city council gave its public library to the schools

and new books are to be added to it.

Much progress has been made in school buildings. In San German the board has nearly completed a thorough renovation of its best graded building, and when finished it will rank with the best on the island. Lajas has obtained a loan of \$6,000 for the purpose of enlarging its graded schools and building rural schools. In Cabo Rojo the need of better accommodations is keenly felt. Thus far lack of funds has prevented action, but it is hoped by imposing the school tax, that this municipality also will be able to join the forward movement.

#### DISTRICT NO. 12, MAYAGUEZ.

School district No. 12 comprises the towns of Mayaguez, Anasco, Rincon, and Maricao. Number of day schools, 78; number of teachers, 78; superintendent, Jacob Warshaw.

The district of Mayaguez for the first time in some years has reached a state which might reasonably be expected of it. Both in material and pedagogical progress it is nearly on a level with other larger districts on the island. Continued prosperity of the school

boards will solve most of problems awaiting adjustment.

Some improvement has been had in school buildings, but much remains to be done. The improvements have been in the nature of securing better temporary quarters. Until the schools are housed in specially constructed buildings their quarters may fairly be called temporary. A beneficial change of building was made in the village of Rincon. A slight improvement was made in Anasco, but even now conditions in that town are most humiliating. Bad as the town schools are, the rural schools are worse. There can be no doubt that another graded school building is urgently needed in Anasco---perhaps more imperatively than in many other communities where it seems to be possible to secure at least fair rented buildings. As to the rural schools, which must be rented for some time to come, nothing can be hoped for except through an increased interest of the The closing of a few of the poorest schools might school board. have some effect in arousing this interest, and it is perfectly safe to say that several schools could be found which are so defective from every standpoint that the closing of the schools would be warranted.

In Mayaguez there has been much satisfaction over the acquisition of the former military hospital for school purposes. Its sole defect is that it is not centrally located. Otherwise it is very satisfactory. It is used for the high school, mechanical school, and upper grades, the lower grades with their smaller pupils being in buildings nearer town.

The school board has shown much interest in improved conditions and has secured the imposition of the school tax. By this means an allotment from the school building fund of \$10,000 for a six-room building in the Plaza was secured. Subsequent investigations have led to the belief that a better distribution of schools could be had by a four-room building in the Plaza and a three-room building in the eastern part of town. An effort to secure this arrangement will probably be made.

Maricao has an excellent graded building constructed by the department, and its board is now directing its attention to the rural

schools.

There is hopefulness throughout the local administration in the district by reason of the improved financial condition of the boards. This is due, in large measure, to the thorough system of audit of accounts which has eliminated in large measure wasteful expenditure. Next year the boards will further profit by the transfer to the insular budget of the charge for house rent for special teachers and teachers

of English.

From an educational standpoint, the change from Spanish to English as the language of the graded schools is the most important event of the year under review. The change was wholesale in character, and grave doubts were felt by some as to its practicability. But success attended the effort and competent authorities have approved of the results obtained. Careful thought has been given to prevent a diminished rate of progress in the subjects taught. Effective supervision has been given to this work by the American critic teachers, and the critic teacher is, in the opinion of the superintendent, the keynote to success in this work.

The superintendent in his report deals at some length with the schools established in Mayaguez by the Roman Catholic Church. These schools are drawing away pupils from the public schools, and there seems to be no method of avoiding this. They are increasing in number so rapidly that their pupils are even now more numerous than those of the public schools. When so large a portion of the school population is in private schools, the public school system can not develop its maximum efficiency. It loses in popular interest and sup-Therefore the growth of these schools can not be regarded as promoting the general welfare of the municipality. Something would be lost in the matter of public spirit and social solidarity even if such private schools were superior as educational agencies to the public schools. But if outward evidences may be taken as indicative this is not the case in Mayaguez. With the exception of the school buildings they rank lower in every particular than the public schools. There is hardly a teacher in them who could meet the legal requirements of a public school teacher, and discipline seems to be wholly lacking. The casual passer-by on the street can not fail to note the uproar and tumult which characterizes the exercises of these schools. these circumstances it seems regrettable that so many children are being forced into these schools, where they are receiving an education which in its secular aspects is of inferior grade, and which can not promote their efficiency as citizens in after life.

In view of the situation above alluded to, there has been some falling off in the enrollment in the graded schools of Mayaguez. Else-

where throughout the district enrollment has about held its own, with

some increase in the rural schools of Anasco.

Unsatisfactory conditions continue in the coffee districts. Not only the low attendance at the beginning of the school year, but the influx in the second term after the coffee crop is picked produce conditions inimical to the best work in these rural schools. A way will eventually be found to harmonize the school year with the economic necessities of these regions, but until this is done it will continue a discouraging and uphill effort to run these schools properly.

Efforts to maintain a good enrollment and attendance have not slackened. It has been necessary to place the responsibility for keeping them up more directly upon the teachers. They are fully alive

to their responsibilities in this matter.

Commendation is given to the efforts of the teacher at the agricultural school at Anasco, which is in much better condition than in former years. But the pupils are too young for real work in this branch and while these conditions continue it must remain as the superintendent aptly remarks, merely "a rural school with a garden." More effective work and work more in keeping with the spirit of the school was done at the mechanical school at Mayaguez.

Last year the district was characterized by its relatively large proportion of older teachers. There has been an influx of younger teachers this year, which has had a remarkable effect upon the teaching of the district. A better spirit prevails throughout and the teachers have availed themselves willingly of all aids to improvement. This spirit was strongly manifested at the annual teachers' institute.

The first graduation exercises of the Mayaguez high school were held in June before a large audience in the Mayaguez theater. The event awakened great popular interest. Other evidences of increased interest in school affairs may be found in the participation of the Mayaguez schools in the interscholastic athletic meet at San Juan, and in the voting by the city of Mayaguez of the school tax in aid of the schools of the city.

DISTRICT NO. 13, AGUADILLA.

School district No. 13 comprises the towns of Aguadilla, Aguada, Isabela, and Moca. Number of day schools, 61; number of teachers,

55; superintendent, A. Fourcaut.

In Aguadilla, the superintendent's headquarters, there are two good-sized school buildings with 11 grades under the charge of a principal, who performs supervisory duties and gives instruction in Spanish in the English grades. Four of the schools are taught in English. Rural schools, 11 in number, are as a rule poorly housed

in rented buildings.

Aguada has four schools and a special teacher of English. A change in the building used as a schoolhouse was absolutely unavoidable because of the defectiveness of the former building. Yet the change raised much opposition, even to the extent of keeping down the enrollment in the first month. Peace was finally restored and a realization of the better accommodations awakened. The municipal council has granted an excellent site for a new building, and the board having obtained an allotment from the school building fund, better things are hoped for next year.

Moca is a small village where at present but three schools are maintained. A dreadfully inadequate building is a serious handicap to good work. Fortunately, here also a good plot of land has been secured from the municipality, and an allotment from the school building fund insures a modest but suitable school building in the early future.

Isabela has a new building for its graded schools which is quite satisfactory. The extreme poverty of the town has been a serious obstacle to the development of school work. There is a genuine interest in educational matters and great eagerness for schools, but the resources of the place are pitiably deficient. Some aid will come from the erection by the department of a new portable schoolhouse.

Throughout the district there has been a marked improvement inenrollment and attendance and both teachers and pupils seem to have a better realization of what is expected of them. The teachers have set a good example and the results have been excellent. There was some falling off in the third term, due to epidemics of measles and chicken pox, and to the unusual rains, which nearly every afternoon rendered the streets difficult of passage.

Good progress is reported in English. The number of graded schools in Aguadilla taught in English will, next year, be six instead of four. In the other grades a part of the instruction will be given in English. It is recommended that greater attention be given to English in the first grades, so that the transition may not be too abrupt

when the second grade is reached.

More schools are urgently needed in Aguadilla. The number of children who roam the streets is unduly large. How this is to be helped is not apparent. The school board has not sufficient resources to provide properly for the schools now in existence, despite the fact that, unlike other boards, it pays absolutely nothing for the rent of its graded buildings. Some measure of state aid must be devised if Aguadilla is to receive the instruction which its necessities demand.

In fact, the outlook for the entire district is not encouraging. Everywhere there is a paucity of funds. Probably in no other district of the island does the division of authority between the insular government and the local communities work such hardship as in Aguadilla. There are a few places where the local resources are ample, but throughout the Aguadilla district they are painfully deficient. Under these circumstances it is difficult to keep pace with the school movement throughout the island. The notable progress that has been made has been due to earnest effort that is highly esteemed. It seems most unfortunate that where schools are so much needed the handicap of poverty should prevent their proper development.

An instance of how far the spirit of enterprise can go under discouraging conditions is in the foundation of school libraries, which

will prove very helpful.

#### DISTRICT NO. 14, LARES.

School district No. 14 comprises the towns of Lares, San Sebastian, and Las Marias. Number of schools, 60; number of teachers, 54; superintendent, F. E. Libby.

The district of Lares consists of a mountainous region devoted almost exclusively to the cultivation of coffee. A good insular road

connects Lares with the seaport of Aguadilla and passes through the town of San Sebastian. Las Marias can be reached only by trail from Lares or San Sebastian. It has a good road to Mayaguez, but is somewhat isolated from the rest of the school district. The urban settlements are small.

By a slight increase in the number of schools, combined with a better attendance, the schools have effectively reached a larger number of children than in the previous year. Heavy rains have been more frequent and this has been an obstacle which zeal and effort have largely overcome. Progress has been obtained largely through the endeavors of the teachers. In some instances the courts have aided by admonishing negligent parents, but very few fines have been imposed. But most of the good work has been done by the teachers, who have had their responsibility in this matter earnestly inculcated into them.

English is taught throughout the district as a special subject, with unsatisfactory results. To improve conditions geography and history have been taught in English. It is only a beginning, but the outlook is promising. In Lares an effort will be made to extend the use of English by means of employing English graded teachers in the next year. Neither San Sebastian nor Las Marias are ready as yet for English work. Teachers are not as yet available. In Las Marias the inaccessibility from district headquarters precludes the close supervision which is so essential to the success of this teaching.

The teachers have shown a laudable desire to progress in English and have diligently improved such opportunities as are open to them. But the infrequency with which they are called upon to use English makes an obstacle to their acquiring a practical knowledge of the

language.

The expansion of schools within urban limits has been provided for by the employment of two rural teachers in Lares. The results in them have been excellent, and, as they form a regular part of the town system, they should be raised to the rank of graded schools. Fairly good results have been obtained by two preparatory schools in the town of San Sebastian.

Of the 11 young persons who were approved as preparatory teachers at the beginning of the year, 7 have already obtained rural licenses and are doing good work. These teachers have shown a great interest in this work, and compare favorably in efficiency with

the average rural teacher.

The annual teachers' institute, held April 5 and 6, was a marked success. Model classes were held in which the teachers were deeply interested. Much profitable discussion was had. In districts of this character institutes are very essential in bringing the teachers together. Much stimulus is given. That the teachers appreciate these opportunities is shown by the high enrollment for the summer school.

A feature of the institute was made of the formal opening of the Clay school. Very appropriate exercises were held and the entire community took an interest in the event. The presence of the com-

missioner was highly appreciated.

The Lares board has constructed in the past year a two-room frame building within the town limits, a one-room rural building in the barrio of Buenos Aires, and has added two rooms to the Clay school, a masonry building in the town. The cost of these improvements to the board was \$6,000. The department of education aided with a contribution of \$1,000 and by furnishing the plans and inspecting the work for the addition to the Clay school. The board hopes to construct or purchase three more rural buildings during the year. The board at Las Marias has acquired three good sites for rural schools and has the plans for these buildings. The board is now in splendid financial condition and will build from its accumulated surplus, which amounts to over \$4,000. The difficulty of renting buildings in this town makes it highly desirable for the board to be the owner of its school buildings. The town of San Sebastian has acquired a site for a rural school, but its finances, despite considerable improvement, will not permit building operations this year.

#### DISTRICT NO. 15, UTUADO.

School district No. 15 comprises the towns of Utuado and Adjuntas. Number of day schools, 46; number of teachers, 46; superintendent, Manuel G. Nin.

Efforts to secure good enrollment and attendance have been hampered by a pretty general indifference of the people to the schools. Parents have not learned the importance of sending their children to school, though there has been some improvement. This is especially true in the rural districts. Parents seem to be more keenly conscious of filial than parental duties. Resort has been had frequently to the machinery of the law to enforce attention to the school duties. This is the more necessary, as in such matters the school board is inactive.

One of the greatest difficulties in the rural regions is that of proper food. When children live at a distance from the schoolhouse they frequently leave their homes at 7 a.m. and do not return until 4 p.m. As they are often very poor they have but little breakfast and no lunch

English work has been carried on under difficulties. At the outset the American teachers assigned to the district were wholly inexperienced and quite incapable of doing the work assigned to them. It was not until the second term that by means of a change in teachers really effective work was done. The plan in operation in Utuado is for the first grade (two rooms) all Spanish; second grades (three rooms) all English by Porto Rican teachers; third, fourth, and fifth grades (four rooms) half English and half Spanish, while the three upper grades (one room) were wholly in English by the American teachers. The American teachers, in full charge of the upper grades and in half charge of the intermediate grades and with supervision over the second grades, were manifestly the keynote of the situation. A somewhat similar plan with use of the half-day system was in vogue in Adjuntas. Even under the best of teachers the half-day system fails to give good results, and if possible will be discontinued.

Too much emphasis can not be laid upon the difficulty of English work in the interior districts at this stage of our development, where so much depends upon the American teachers. These districts do not get the best teachers at the outset. They change every year and oftentimes during the year.

The adoption of the new course of study has had a disastrous effect upon promotions. This setback is of course only temporary.

Night schools have had the usual fluctuating enrollment and attendance, though it is gratifying to note that the town council of Utuado adopted ordinances touching upon this subject which bore good fruit.

Good results followed the annual institute, and the suggestion is

made that they be held earlier in the school year.

School buildings in Utuado are very unsatisfactory. The five rural buildings owned by the board, three of which were built by the department, give good results. Utuado is one of the few district headquarters which has no modern building. Its schools are housed in municipal buildings and in rented quarters and are scattered in four buildings, none of which are well suited for school purposes. Equally unsatisfactory is the rented building in Adjuntas.

The plan outlined in the last report for this district for agricultural instruction has been carried out with a fair measure of success. The board has been indifferent in securing land for farming purposes and in providing tools and implements. In three schools agri-

cultural instruction has been given with notable success.

Hygienic conditions of the school buildings have in some instances been lamentably deficient, and a struggle has been had to have owners improve the properties.

Both school boards are now in good financial condition, and should

be able next year to do more to improve material conditions.

#### DISTRICT NO. 17, MANATI.

School district No. 17 comprises the towns of Manati, Morovis, and Ciales. Number of day schools, 48; number of teachers, 49;

superintendent, E. W. Hutchinson.

The enrollment during the present year has been slightly less than in the past. The attendance has been well maintained. The vigorous campaign of last year has borne good fruit. It is better understood throughout the district that attendance is compulsory and can not be neglected. It has not been necessary to make the same strenuous efforts as formerly. A close watch of the weekly reports and letters to teachers asking for explanations of decreased attendance have been effective in securing good results. The labor of prosecuting individual cases before the courts is too great for the superintendent to undertake very extensively in view of the introduction of English work and the close supervision which it requires.

Manati has made the first step toward making English the language of its schools. Four grades were taught entirely in English, and in other grades certain subjects were taught in that language. Only three of the Porto Rican teachers are commissioned to teach in English, but quite a little work was done in that language by other teachers. Experience seems to demonstrate that this course is advisable only where there is constant daily supervision by the American teacher, and where the Porto Rican teachers have more than

the usual energy and ability.

The teachers commissioned to teach in English can not as yet dispense with daily and minute supervision. One of the features of this supervision which has been especially fruitful has been the examination and correction of all teachers' plan books before the lessons were given.

The first step having been taken, subsequent work should prove easier. Manati will have six English graded teachers next year, of whom four are normal graduates and two have had considerable experience.

To facilitate the English work in the second grade, there has been considerable attention given to English in the third term in the first grade. This has consisted in daily exercises in counting and in solv-

ing simple combinations in arithmetic in English.

Increase of population in the manufacturing village of Barceloneta necessitated rural schools in the town limits. As they are in the same building with the other schools, they are to all effects and purposes, except teachers' salaries, graded schools. They should be made such.

The night schools of the district have had the usual fluctuating enrollment. In Manati, with a final enrollment of 60, the books

showed 122 persons on the rolls during the year.

During the year a second rural school building was completed by the board in Manati, and the board is looking to the department to build two more rural buildings for which sites have been acquired. Ciales has secured an allotment from the school building fund for the

construction of a six-room building.

The double enrollment system has been used in two rural schools during the present year. The plan has worked well in these cases, where conditions were favorable. But there can be no doubt that the plan must be introduced with caution and should only be intrusted to teachers of particular ability and energy. As there can be no doubt that it makes extra demands upon the teacher, it would be proper to reward such teachers by giving them the maximum house rent which the law allows.

A school band has been established in Manati. Very satisfactory progress has been made and the band has furnished quite creditable music on a number of occasions. As the children have lacked the benefit of out-door games and exercises, a plot of land has been secured with the aid of the school board, which will be used next year

as a playground and for athletic sports of all kinds.

Following the example of the department in establishing standard examinations for upper grades, the superintendent prepared uniform examinations for all the district. The plan stimulated the teachers to their best efforts and it is believed the results will be highly satisfactory. The returns were not available at the time of making the superintendent's report.

#### DISTRICT NO. 18, VEGA BAJA.

School district No. 18 comprises the towns of Vega Baja, Vega Alta, Dorado, Corozal, and Toa Alta. Number of day schools, 37;

number of teachers, 38; superintendent, M. A. Ducout.

On taking over the district a year ago the superintendent, by direction of the department, transferred headquarters from Toa Alta to Vega Baja. While the latter town is not so centrally located, it is much larger, contains the largest group of schools, and is accessible to the outside world by railroad.

Affairs were in a very bad way a year ago. The school boards were discouraged and indifferent. School buildings were in a deplorable condition and their equipment was lamentably deficient. Added to

this was the fact that funds were everywhere very scarce. In some of the towns the number of schools had been cut down to make both ends meet. In others schools would have been closed had not public-

spirited citizens granted the use of buildings free of charge.

Under these circumstances the boards were in no position to help. An appeal was made to the owners of buildings directly and to the teachers, and by these means better houses were obtained. Repairs have been made on all the graded buildings and on many of the rural ones. Rural teachers have given time and attention to exteriors, planting trees and flowers, and improving surroundings. Some of the buildings donated for school use were constructed especially for this purpose and equipped with furniture.

Through the audit of accounts by the department, the school boards have been placed in an improved financial condition, and will be

better able to do something for the schools another year.

There has been great interest in all the municipalities in securing modern schoolhouses. The boards hope to profit by the new policy of the insular government of making appropriations in aid of school construction. Vega Alta, Toa Alta, and Dorado are engaged in active negotiations for sites in the hope that another year they may secure aid for the buildings. Vega Baja has acquired an acre site, and with the grant of \$14,000 for an eight-room building has the prospect of

proper accommodations for its schools next year.

Persistent efforts to maintain good enrollment and attendance have been made by some of the teachers. In the town the personality of the teacher is a factor of primary importance. In the graded schools of Vega Baja the initial enrollment was 339 and the final enrollment 347. But 429 pupils appear on the lists in all, and 82 withdrawals took place during the year. Investigating the causes of withdrawal, 23 were found to be due to sickness, 35 to change of residence, and 24 to all other causes. In the last group the withdrawals are in the main avoidable. Whether the other groups are more numerous than elsewhere has not been determined. They seem unduly large.

But despite these changes a good average enrollment and attendance was maintained in Vega Baja. The same is not true of the other towns. The teaching force has been an abominably poor one

and lack of interest is comprehensible.

Noting unsatisfactory results in enrollment in Corozal and Toa Alta, a school census was undertaken in these towns. It revealed a number of children not in school who were forced into them by the aid of the police. They proved a very undesirable addition to the schools. The teachers were unable to handle them and they made a serious injury to the discipline.

Notwithstanding these efforts and the assistance of the courts in enforcing attendance, results remained unsatisfactory. It showed itself that no force was so effective to secure attendance as an efficient

and interested teacher.

In its English work the district has suffered from the inefficiency of the American teachers. The difficulty was met partially by a more than usually strict supervision of these teachers, but as the American teachers are supposed to be an aid to the superintendent in implanting good methods, he should not be required to educate them in their duties as teachers.

There are in the district three grades taught entirely in English by American teachers and one so taught by a Porto Rican teacher. But with these exceptions and the first grades which have no English instruction, English is taught as a special subject. Whenever it has been possible to do so this teaching has been supplemented by the Porto Rican teachers giving instruction in one or more subjects in English.

Reference has already been made to the American teachers. In grade work only one was successful. The Porto Rican teacher licensed to teach in English did most effective work. His class is one of the best in the entire district. The reason is quite clear. The teacher is engaged in new work and has no bad habits to overcome. He recognizes the need of guidance and is willing to accept suggestions. He is forced by the novelty of his work to prepare himself more carefully. These factors, combined with his better knowledge of the children with whom he deals, often unite to achieve better results than can be obtained by American teachers.

The town of Corozal, to meet a stringent financial situation, was forced to have two rural schools within the town limits. It may not condemn the system, but results were hardly satisfactory. This may have been due to the personality of the teachers and the distance of the town from district headquarters which brings with it less super-

vision.

The two preparatory teachers employed in the district have given a good account of themselves and their schools are not distinguishable from the ordinary rural schools.

The Toa Alta agricultural school continues to give good results. The school is popular and always has a good attendance. The field work an hour daily has been well carried on and good crops obtained.

The district is composed of five small towns, and teachers work in comparative isolation. For teachers so situated the annual conference is of especial value. Results obtained and interest displayed would seem to warrant more frequent reunions of this nature.

# PART III.—STATISTICAL TABLES.

Table 1.—Schools open, enrollment, and attendance by weeks.

# School Year 1906-7. COMMON SCHOOLS.

	G	raded schoo	ls.	Rural schools.				
Week ending—	Schools open.	Enroll- ment.	Attend- ance.	Schools open.	Enroll- ment.	Attend- ance.		
September 28	503	21,380	20,653	514	16,651	15, 972		
October 5	515	22,733	21,564	532	20,676	19, 449		
October 12	516	23,027	21,614	549	22,635	20, 852		
October 19	520	23,232	21, 425	556	23,722	20,758		
October 26	521	23, 336	21, 787	555	24, 158	22,019		
November 2	524	23, 327	21, 451	566	24,981	22, 404		
November 9	524	23,270	21,210	568	25,052	22, 107		
November 16	523	23,177	21,307	570	25,533	22,984		
November 23	524	23, 224	21, 138	571	25,618	22, 766		
November 30	523	23, 150	21,394	575	25, 996	23, 318		
December 7	522	22, 953	20, 398	582	26, 156	21, 412		
December 14.	528	23, 161	21, 423	582	26,093	23, 106		
December 21	525	22,864	21,207	584	26, 189	22, 967		

Table 1.—Schools open, enrollment, and attendance by weeks—Continued.

COMMON SCHOOLS—Continued.

	. G	raded school	ols.	]	Rural school	s.
Week ending—	Schools open.	Enroll- ment.	Attend- ance.	Schools open.	Enroll- ment.	Attend- ance.
Second term.						
January 11January 18.	521	22,693	20,602	588	26,035	22,490
January 18	520	22,512	20,701	585	26,559	23, 32
January 25	524	22,600	20,850	587	26,818	23,86
February 1	521	22, 475	20,846	599	27, 167	24, 45
February 8	523	22, 476	20,819	608	27,786	25, 16
February 15	525	22, 472	20,770	611	27,853	25, 02
February 22	525	22,573	20,864	608	27,890	25, 24
March 1	526	22,640	20,659	614	28, 176	24,76
March 8	525	22,518	20,951	612	28, 318	25, 70
March 15	526	22,523	20, 901	611	28,063	25, 47
March 22	525	22, 416	20, 829	623	28, 541	25, 80
Third term.						
April 5	525	22, 357	20,629	615	28,204	25, 15
April 12	524	22,172	20, 488	616	28,087	25, 41
April 19	520	22,015	20, 267	614	27,848	25, 24
April 26	520	21,831	20, 196	611	27, 987	25, 25
May 3	524	21, 953	19, 916	613	27, 912	24, 79
May 10	522	21,779	20,081	611	27, 705	24, 95
May 17	520	21,632	20,065	610	27, 702	25, 09
May 24		21, 598	19, 175	609	27, 507	24, 67
May 31		21, 489	18, 737	607	27, 295	23, 09
une 7	516	21, 229	19, 805	605	27, 197	24, 47
une 14	511	21,036	19, 579	607	27,057	24, 41
June 21	510	20, 956	19, 945	610	27, 215	25, 15

Table 2.—Schools and teachers at end of the year.

#### COMMON SCHOOLS.

School dis- trict.	Locality.	Num- ber of graded schools.		Num- ber of rural schools.	Num- ber of double enroll- ments.	Total com- mon schools.	Teachers in charge of graded schools.	Teachers in charge of rural schools.	Not in charge of schools.	Total teach- ers em- ployed.
1	San JuanRio Piedras	61 12		19 10		80 22	61 12	19 10	8 1	88 23
	District	73		29		102	73	29	9	111
2	(Carolina Trujillo Alto Rio Grande Loiza	6 2 4 4	i	11 5 11 3		17 7 15 7	6 2 4 3	12 5 11 3	1 1 1 1	19 7 16 7
	District	16	1	30		46	15	31	3	49
3	(Fajardo Naguabo Vieques Culebra	16 4 5		13 6 2 1	3 1	29 10 7 1	16 4 5	10 5 2 1	2 1 1	28 10 8 1
	District	25		22	4	47	25	18	4	47
4	(Humacao Yabucoa Maunabo Patillas	11 6 2 4		11 6 3 3	1 1 1	22 12 5 7	11 6 2 4	10 5 2 3	1 1	21 11 5 8
	District	23		23	3	46	23	20	2	45
5	Caguas. Gurabo. San Lorenzo. Juncos. Aguas Buenas.	13 4 6 4 3	1	8 4 3 4 4		21 8 9 8 7	9 4 5 4 3	8 4 3 4 4	1	18 8 8 9 7
	District	30	5	23		53	25	23	2	50

Table 2.—Schools and teachers at end of the year—Continued.

# COMMON SCHOOLS-Continued.

School dis-	Locality.	Num- ber of graded schools.	Number of double enrollments.	Num- ber of rural schools.	Num- ber of double enroll- ments.	Total com- mon schools.		Teachers in charge of rural schools.	Not in charge of schools.	Total teach- ers em- ployed.
6	Guayama Salinas Arroyo Cayey Cidra	15 4 4 9 3		10 5 4 6 3		25 9 8 15 6	15 4 4 9 3	10 5 4 6 3	1 2	27 9 9 17 6
	District	35		28		63	35	28	5	68
7	Aibonito	6 2 4 3		5 8 9 5	:	11 10 13 8	6 2 4 3	5 8 9 5	1	12 10 14 8
	U District	15		27		42	15	27	2	44
8	Coamo Juana Diaz Santa Isabel	10 8 4		10 22 7		20 30 11	10 8 4	10 22 7		20 30 11
	District	22		39		61	22	39		61
9	Ponce Penuelas	47 4		31 5		78 9	47 4	31 <b>5</b>	4	, 9
	Unistrict	51		36		87	51	36	4	91
10	YaucoSabana Grande Guayanilla	16 3 4		14 11 8	3	30 14 12	16 3 4	11 11 8	1 1	28 15 12
	District	23		33	3	56	23	30	2	55
11	San GermanLajas	12 4 6		11		30 15 20	12 4 6	18 11 14	3 1	33 15 21
	District	22		43		65	22	43	4	69
12	Mayaguez. Maricao. A nasco Rincon.	24 3 7 2	3	_	1	46 9 19 4	21 3 7 2	21 6 11 2	1	46 9 19 4
	District	36	3	42	2	78	33	40	5	78
13	Aguadilla	14 4 4 5	3 1 1	15 7 6 6	3 1	29 11 10 11	11 3 4 4	12 6 6 6	2 1	25 9 11 10
	District	27	5	34	• 4	61	22	30	3	55
14	LaresSan SebastianLas Marias	5 6 4	1	19 17 9	3 3 1	24 23 13	5 6 · 3	16 14 8	1 1	22 21 11
	. District	15	1	45	7	60	14	38	2	54
15	UtuadoAdjuntas	13 7		19 7		32 14	13 7	19 7		32 14
	District	20		26		46	20	<b>2</b> 6		46
16	Arecibo. Camuy. Quebradillas. Hatillo	24 4 3 3		21 9 3 5		45 13 6 8	24 4 3 3	21 9 3 5	4 1 1 1	49 14 7 9
	District	34		38		72	34	38	7	79
17	Manati Ciales Morovis	12 5 2		15 7 7	1	27 12 9	12 5 2	13 7 7	2 1	27 13 9
	District	19		29	1	48	19	27	3	49

Table 2.—Schools and teachers at end of the year—Continued.

COMMON SCHOOLS—Continued.

School district.	Locality.	Num- ber of graded schools.	Num- ber of double enroll- ments.		Num- ber of double enroll- ments.	senoois.	ers in charge of	of rural	Not in charge of schools.	Total teach- ers em- ployed.
18	(Vega Baja Vega Alta Toa Alta Corozal Dorado	4	1	7 3 2 5 2		14 7 5 7 4	6 4 3 2 2	7 3 2 5 2	1	14 7 5 7 5
	District	18	1	19		37	17	19	2	38
19	Bayamon. Naranjito. Toa Baja.	16 1 4		26 . 11 11	12 5 5	42 12 15	13 1 3	14 6 6	3	30 7 10
	District	21	4	48	22	69	17	26	. 4	47
	Total	525	20	614	46	1,139	505	568	63	1,136

Table 3.—Teachers at end of the year.

#### COMMON SCHOOLS.

				00112112		20020	•					
dis-		rls ng	Inchai	rge of gra	des in gr	aded sch	nools.	Spec	ial teac	hers.	ch-	
School c	Locality.	Principals supervising only.	Princi- pals.	Acting princi- pals.	Graded.	English.	Total.	English.	Music and drawing.	Spanish.	Rural teach- ers.	Total.
1	San Juan Rio Piedras	1	5	1	49 11	7	61 12	3	2	2	19 10	88 23
	District	1	5	1	60	7	73	4	2	2	29	111
2	Carolina Trujillo Alto Rio Grande Loiza			1	5 2 3 3		6 2 4 3	1 1 1			12 5 11 3	19 7 16 7
	District		1	1	13		15	3			31	49
3	Fajardo. Naguabo. Vieques. Culebra.			1	14 4 4	1	16 4 5	1 1 1		1	10 5 2 1	28 10 8 1
	District			2	22	1	25	3		1	18	47
4	Humacao. Yabucoa. Maunabo. Patillas.			2 1 1	6 4 2 3	3	11 6 2 4	1 1			10 5 2 3	21 11 5 8
	District			4	15	4	23	2			20	45
5	Caguas Gurabo San Lorenzo Juncos Aguas Buenas			1 1 1 1	8 3 4 3 2	1	9 4 5 4 3	i			8 4 3 4 4	18 8 8 9 7
	District	1		4	20	1	25	1			23	50
6	Guayama. Salinas. Arroyo. Cayey. Cidra.		1	2 1	11 3 3 8 3	2	15 4 4 9 3	1 1 2	1		10 5 4 6 3	27 9 9 17 6
	District		1	4	28	2	35	4	1		28	68
7	Aibonito Comerio Barros Barranquitas			1 1 1 1	5 1 3 2		6 2 4 3	1 1			5 8 9 5	12 10 14 8
	District			4	11		15	2			27	44

Table 3.—Teachers at end of the year—Continued.

# COMMON SCHOOLS-Continued.

dis-		l s ng	In cha	rge of gra	desingr	aded sch	nools.	Spec	ial teac	hers.	dg dg	Ī
School d	Locality.	Principals supervising only.	Princ i pals.	Acting princi- pals.	Graded.	English.	Total.	English.	Music and drawing.	Spanish.	Rural teach- ers.	Total.
8	Coamo Juana Diaz Santa Isabel		1 1	1	8 6 3	1 1	10 8 4				10 22 7	20 30 11
	District		2	1	17	2	22				39	61
9	Ponce Penuelas	1		4 1	34 2	7 1	45 4	1	2	2	31 5	82 9
	District	1		5	36	8	49	1	2	2	36	91
10	Yauco Sabana Grande Guayanilla	1		1 1 1	10 2 2	1	15 3 4			1	11 12 8	28 15 12
	District	1		3	14	5	22			1	31	55
11	San Germán Lajas Cabo Rojo	1	1	1 1	10 2 5	1	12 4 6	2			18 11 14	33 15 21
	District	1	1	2	17	2	22	3			43	69
12	(Mayaguez Maricao Añasco Rincón		1	2 1	19 2 6 2		21 3 7 2	2 1	2		21 6 11 2	46 9 19 4
			1	3	29		33	3	2		40	78
	Aguadilla Moca Aguada	1		1	10 2 3	1	11 3 4	1			12 6 6	25 9 11
13	Isabela			i	2	1	4				6	10
	District	1		2	17	3	22	2			30	55
14	Lares San Sebastian Las Marias		1 1		4 5 3		5 6 3	1 1			16 14 8	22 21 11
	District		2		12		14	2			38	54
15	(Utuado Adjuntas		<u> </u>			3 2	13 7				19 7	32 14
	Uistrict		1		14	5	20				26	46
16	Arecibo Camuy Quebradillas Hatillo			3 1 1 1	15 3 2 2	6	24 4 3 3	1 1 1	1	1	21 9 3 5	49 14 7 9
	District			6	22	6	34	5	1	· 1	38	79
17	Manati Ciales Morovis		1	1 1	10 4 1	1	12 5 2	2 1			13 7 7	27 13 9
	District		1	2	15	1	19	3			27	49
18	Vega Baja Vega Alta Toa Alta Corozal			1 1	5 2 2 1	1 1 1	6 4 3 2 2	1			7 3 2 5 2	14 7 5 7
	Dorado			2	$\frac{2}{12}$	3	17	2			19	38
	Bayamon		2		10	1	13	2			14	
19	Naranjito Toa Baja			i	1 2		1 3	1			6 6	30 7 10
	District	1	2	1	13	1	17	3			. 26	47
	Total	7	17	47	387	51	502	43	8	7	569	1,136

# Table 4.—Teachers, by sex.

# COMMON SCHOOLS.

ct.		Gra	ded scho	ools.	Ru	ıral scho	ols.	Com	mon sch	ools.
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
1	San JuanRio Piedras	10 4	59 9	69 13	4 7	15 3	19 10	14 11	74 12	88 23
	District	14	68	82	11	18	29	25	86	111
2	(CarolinaTrujillo AltoRio GrandeLoiza	3 2 3 4	2	7 2 5 4	10 4 10 1	2 1 1 2	.12 5 11 3	13 6 13 5	6 1 3 2	19 7 16 7
	District	12	6	18	25	6	31	37	12	49
3	Fajardo Naguabo Vieques. Culebra	4 4 4	14 1 2	18 5 6	7 4 1 1	3 1 1	10 5 2 1	11 8 5 1	17 2 3	28 10 8 1
	District	12	17	29	13	5	18	25	22	47
4	Humacao Yabucoa. Maunabo Patillas.	4 4 1 3	7 2 2 2	11 6 3 5	6 2 1 2	4 3 1 1	10 5 2 3	10 6 2 5	11 5 3 3	21 11 5 8
	District	12	13	25	11	9	20	23	22	45
5	Caguas Gurabo San Lorenzo. Juncos. Aguas Buenas.	6 3 4 2 1	4 1 1 3 2	10 4 5 5 3	5 3 3 4	3 1 1	8 4 3 4 4	11 6 7 5 5	7 2 1 4 2	18 8 8 9 7
	District	16	11	27	18	5	23	34	16	50
6	Guayama. Salinas. Arroyo. Cayey. Cidra.	8 3 5 7 2	9 1 4 1	17 4 5 11 3	7 5 1 2 2	3 3 4 1	10 5 4 6 3	15 8 6 9 4	12 1 3 8 2	27 9 9 17 6
	District	25	15	40	17	11	28	42	26	68
7	Aibonito. Comerio Barros. Barranquitas.	4 1 4 3	3 1 1	7 2 5 3	1 7 9 4	4 1 1	5 8 9 5	5 8 13 7	7 2 1 1	12 10 14 8
	District	12	5	17	21	6	27	33	11	44
8	Coamo. Juana Diaz Santa Isabel.	5 3 3	5 5 1	10 8 4	9 11 5	1 11 2	10 22 7	14 14 8	6 16 3	20 30 11
	District	11	11	. 22	25	14	39	36	25	61
9	PoncePenuelas.	7 4	44	51 4	10 4	21 1	31 5	17 8	65 1	82 9
	District	11	44	55	14	22	36	25	66	91
10	(Yauco Sabana Grande Guayanilla	8 2 1	9 1 3	· 17 3 4	8 4 7	3 8 1	11 12 8	16 6 8	12 9 4	28 15 12
	District	11	13	24	19	12	31	30	25	55
11	(San German Lajas Cabo Rojo	6 4 5	9	15 4 7	6 7 12	12 4 2	18 11 14	12 11 17	21 4 4	33 15 21
	District	15	11	26	25	18	43	40	29	69
12	Mayaguez Maricao Anasco Rincon	9 2 6 2	16 1 2	25 3 8 2	9 6 7 1	12 4 1	$\begin{array}{c} 21 \\ 6 \\ 11 \\ 2 \end{array}$	18 8 13 3	28 1 6 1	46 9 19 4
	District	19	19	38	23	17	40	42	36	78

Table 4.—Teachers, by sex—Continued.

#### COMMON SCHOOLS-Continued.

e o		Gra	ded sch	ools.	Ru	ral scho	ols.	Com	mon sch	ools.
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
13	Aguadilla. Moca. Aguada. Isabela	6 2 1 3	7 1 4 1	13 3 5 4	12 6 6 5	i	12 6 6 6	18 8 7 8	7 1 4 2	25 9 11 10
	District	12	13	25	29	1	30	41	14	55
14	Lares San Sabastian Las Marias	4 4 2	2 3 1	6 7 3	6 8 8	10 6	16 14 8	10 12 10	12 9 1	22 21 11
	District	10	6	16	22	16	38	32	22	54
15	Utuado Adjuntas	11 5	2 2	13 7	15 3	4 4	19 7	26 8	6 6	32 14
	District	16	4	20	18	8	26	34	12	46
16	Arecibo Camuy Quebradillas Hatillo	10 2 3 3	18 3 1 1	28 5 4 4	16 6 3 4	5 3 1	21 9 3 5	26 8 6 7	23 6 1 2	49 14 7 9
	District	18	23	41	29	9	38	47	32	79
17	Manati Ciales Morovis	6 2 1	8 4 1	14 6 2	7 7 7	6	13 7 7	13 9 8	14 4 1	27 13 9
	District	9	13	22	21	6	27	30	19	49
18	Vega Baja Vega Alta Toa Alta Corozal Dorado	5 3 1 1 2	2 1 2 1 1	7 4 3 2 3	5 3 2 3 2	2	7 3 2 5 2	10 6 3 4 4	4 1 2 3 1	14 7 5 7 5
	District	12	7	19	15	4	19	27	11	38
19	Bayamon Naranjito Toa Baja	7 1 3	9	16 1 4	6 4 6	8 2	14 6 6	13 5 9	17 2 1	30 7 10
	District	11	10	21	16	10	26	27	20	47
	Total	258	309	567	372	197	569	630	506	1,136

Table 5.—Schools, according to number of grades in each, and enrollment.

COMMON SCHOOLS, GRADED.

trict.			grade	Two	grades.	Three	grades.	Four	grades.	Т	otal.
School district.	Locality.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	San Juan  Rio Piedras	61 9	2, 102 351	3	106					61 12	2, 102 457
	District	70	2,453	3	106					73	2,559
2	(Carolina Trujillo Alto Rio Grande Loiza	3 2	176 140 67	1 1 1 1	42 54 34 40	1 1	21	1	42	6 2 4 4	239 96 174 142
	District	9	383	4	170	2	56	1	42	16	651
3	FajardoNaguaboViequesCulebra	9 2 1	423 112 49	6 2 3	272 67 152	1	32			15 4 5	695 179 233
	District	12	584	11	491	1	32			24	1,107

Table 5.—Schools, according to number of grades in each, and enrollment—Continued.

COMMON SCHOOLS, GRADED—Continued.

strict.		One	grade nly.	Two	grades.	Thre	e grades.	Four	grades.	Т	otal.
School district	Locality.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
4	(Humacao Yabucoa Maunabo Patillas	11 5 1 2	403 191 35 88	1 1 2	31 23 85					11 6 2 4	403 222 58 173
	District	19	717	4	139					23	856
5	Caguas Gurabo San Lorenzo Juncos Aguas Buenas	12 3 5 2 2	519 133 217 104 67	1 1 2 1	30 23 73 22	1	41			13 4 6 4 3	560 163 240 177 89
	District	24	1,040	5	148	1	41			30	1,229
6	Guayama Salinas Arroyo Cayey Cidra	14 2 2 4 1	601 102 107 158 58	1 2 2 5 1	42 88 101 200 54	i	32			15 4 4 9 3	643 190 208 358 144
	District	23	1,026	11	485	1	32			35	1,543
7	Aibonito Comerio Barros Barranquitas	5 1 3 2	219 48 110 95	1 1 1	30 40 23	i	37			6 2 4 3	249 88 133 132
	District	11	472	3	93	1	37			15	602
8	Coamo. Juana Diaz. Santa Isabel.	9 6 3	373 282 139	1 2	28 53	1	36			10 8 4	401 335 175
	District	18	794	3	81	1	36			22	911
9	Ponce Penuelas	43	2,014 105	2	80 43	1	39 31			46 4	2, 1 <b>3</b> 3 179
	District	45	2,119	3	123	2	70			50	2,312
10	Yauco Sabana Grande Guayanilla	$\begin{array}{c} 11 \\ 2 \\ 2 \end{array}$	552 88 93	5 1 2	188 22 42					16 3 4	740 110 135
	District	15	733	8	252					23	985
11	San German Lajas Cabo Rojo	10 2 5	414 98 223	2 2 1	52 56 36					12 4 6	466 154 259
İ	District	17	735	5	144					22	879
12	Mayaguez. Maricao Anasco Rincon	21 2 5 2	829 90 229 51	3 2 1	116 67 34	1	47			24 3 7 3	945 137 296 85
	District	30	1,199	6	217	1	47			37	1,463
13	Aguadilla Moca Aguada Isabela	12 3 3 4	458 161 141 184	1 1 1 1	38 29 36 40	1	35			14 4 4 5	531 190 177 224
	District	22	944	4	143	1	35			27	1,122
14	(Lares San Sebastian Las Marias	1 3 2	60 163 93	3 2 1	157 103 55	1 1 1	43			5 6 4	251 309 192
	District	6	316	6	315	3	121			15	752
15	(Utuado Adjuntas	9 6	384 215	2	106 39	1	36			12 7	526 254
	District	15	599	3	145	1	36			19	780

Table 5.—Schools, according to number of grades in each, and enrollment—Continued.

COMMON SCHOOLS, GRADED—Continued.

strict.			grade nly.	Two	grades.	Thre	e grades.	Four	grades.	Т	otal.
School district.	Locality.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
16	Arecibo Camuy Quebradillas Hatillo	21 2 3 1	774 93 134 39	3 1 1	109 42 35	1	38 29			24 4 3 3	883 173 134 103
	District	27	1,040	5	186	2	67			34	1,293
17	(Manati Ciales Morovis	7 4	318 184	4	185 44	1	45	1 1	26 41	12 5 2	548 210 85
	District	11	502	5	229	1	45	2	67	19	843
18	(Vega Baja Vega Alta Toa Alta Corozal Dorado	5 3 2 1	267 135 74 22	2 1 1 2 1	80 41 40 81 54	1	53			7 4 3 3 2	347 176 114 103 107
	District	11	498	7	296	1	53			19	847
19	Bayamon Naranjito Toa Baja	12	443	4 1 2	141 43 63					16 1 4	584 43 159
	District	14	539	7	247					21	786
	Total	399	16,693	103	4.010	19	708	3	109	524	21,520

Table 6.—Total and average enrollment.

#### COMMON SCHOOLS.

ool ict.		То	tal enrollu	nent.	Avera	ige enrollme	nt.
School district.	Locality.	Graded.	Rural.	Common.	Graded.	Rural.	Common.
	(San Juan	2,919	1,075	3,994	2, 259	746	3,005
1	Rio Piedras	562	533	1,095	485	398	883
	District	3,481	1,608	5,089	2,744	1, 144	3, 888
	(Carolina	428	740	1,168	299	530	829
	Trujillo Alto	126	249	375	101	226	327
2	Rio Grande	205	727	932	187	538	725
-	Loiza	208	206	414	159	147	306
	District	967	1,922	2,889	746	1, 441	2, 187
	(Fajardo	1,000	837	1,837	767	479	1,246
	Naguabo	241	329	570	198	235	433
3	Vieques	332	132	464	261	85	346
٠,	Culebra		47	47		36	36
	District	1,573	1,345	2,918	1, 226	835	2,061
	(Humacao	505	711	1,216	442	492	934
	Yabucoa	250	387	637	226	270	496
4	Maunabo	81	123	204	64	96	160
-	Patillas	227	264	491	170	147	317
	District	1,063	1,485	2,548	902	1,005	1,907
	(Caguas	723	607	1,330	594	437	1,031
i	Gurabo	209	195	404	175	135	310
	San Lorenzo	311	198	509	245	110	355
5	Juncos	254	314	568	197	197	394
	Aguas Buenas	109	235	344	88	172	260
l	District	1,606	1,549	3, 155	1, 299	1,051	2,350

Table 6.—Total and average enrollment—Continued.

# COMMON SCHOOLS-Continued. ·

ಚರ್		Tot	tal enrolln	nent.	Ave	rage enrolln	nent.
School district.	Locality.	Graded.	Rural.	Common.	Graded.	Rural.	Common.
6	Guayama Salinas Arroyo Cayey	899 254 268 465 175	469 302 280 346 178	1,368 556 548 811 353	691 183 218 371 147	284 217 135 234 110	975 400 353 605 257
	District	2,061	1,575	3,636	1,610	980	. 2,590
7	(Aibonito Comerio Barros Barranquitas	323 104 163 159	340 421 618 306	663 525 781 465	252 80 139 134	202 349 392 183	454 429 531 317
	District	749	1,685	2,434	605	1,126	1,731
8	(Coamo. Juana Diaz. Santa Isabel	472 375 206	520 1,331 493	1,706 699	421 337 175	376 945 338	797 1, 282 513
	District	1,053	2, 344	3, 397	933	1,659	2,592
9	PoncePenuelas	$2,462 \\ 220$	1,884 333	4, 346 553	2,132 166	1, 293 238	3, 425 404
	District	2,682	2,217	4,899	2,298	1,531	3,829
10	Yauco Sabana Grande Guayanilla.	918 132 170	696 694 428	1,614 826 598	767 111 137	523 579 271	1,290 690 408
	District	1,220	1,818	3,038	1,015	1,373	2,388
<b>1</b> 1	(San German Lajas (Cabo Rojo	615 213 307	1,027 649 950	1,642 862 1,257	475 167 274	724 522 700	1, 199 689 974
	District	1,135	2,626	3, 761	916	1,946	2,862
12	(Mayaguez. Maricao Anasco Rincon.	1, 226 178 371 106	1,385 327 672 232	2, 611 505 1, 043 338	947 135 307 90	970 215 497 143	1,917 350 804 233
	District	1,881	2,616	4, 497	1,479	1,825	3,304
13	(Aguadilla Moca Aguada Isabela	810 289 204 285	930 470 333 400	1,740 759 537 685	616 178 163 231	743 358 272 303	1,359 536 435 534
	District	1,588	2, 133	3, 721	1,188	1,676	2,864
14	Lares   San Sebastian   Las Marias	318 354 290	1,310 1,124 766	1,628 1,478 1,056	243 307 167	808 780 371	1,051 1,087 538
ĺ	District	962	3,200	4, 162	717	1,959	2,676
15	Utuado	684 405	1,111 443	1,795 848	527 263	748 312	1,275 575
-	District	1,089	1,554	2,643	790	1,060	1,850
16	Arecibo Camuy Quebradillas Hatillo	1, 139 255 170 133	1, 262 568 213 283	2, 401 823 383 416	937 198 136 112	953 383 149 222	1,890 581 285 334
	District	1,697	2,326	4,023	1,383	1,707	3,090
17	(Manati Ciales Morovis	640 289 100	908 454 404	1,548 743 504	581 213 89	750 331 322	1, 331 544 411
	District	1,029	1,766	2,795	883	1,403	2,286

Table 6.—Total and average enrollment—Continued.

# COMMON SCHOOLS—Continued.

ct.		Tot	al enrolln	ent.	Average enrollment.				
School district.	Locality.	Graded.	Rural.	Common.	Graded.	Rural.	Common.		
18	Vega Baja. Vega Alta. Toa Alta. Corozal Dorado.	429 · 231 167 98 126	416 237 131 410 175	845 468 298 508 301	. 345 179 122 103 103	354 168 110 266 126	699 347 232 369 229		
	District	1,051	1,369	2,420	852	1,024	1,876		
19	(Bayamon Naranjito Toa Baja	761 56 200	1, 395 454 545	2, 156 510 745	611 45 169	966 358 344	1,577 403 513		
	District	1,017	2, 394	3, 411	825	1,668	2, 493		
	Total	27,904	37, 532	65, 436	22, 411	26, 413	48, 824		

Table 7.—Average attendance.

# COMMON SCHOOLS, GRADED.

ot.		Avera	ge number t	aught each	day.	Average
School district.	Locality.	First term.	Second term.	Third term.	Year.	enrollment for year.
1	San Juan	2,274 467	2,112 469	1,978 447	2,127 461	2, 259 485
•	District	2,741	2,581	2,425	2,587	2,744
2	(Carolina Trujillo Alto Rio Grande Lolza	337 97 193 158	282 96 186 153	230 97 174 141	284 97 184 151	299 101 187 159
	District	785	717	642	715	746
3	Fajardo Naguabo Vieques Culebra	725 189 253	728 186 233	641 175 228	698 183 238	767 198 261
	District	1,167	1,147	1,044	1,119	1,226
4	(Humacao Yabucoa. Maunabo Patillas	436 221 68 157	411 221 63 157	394 205 57 157	414 216 62 157	442 226 64 170
	District	882	852	813	849	902
5	Caguas	548 164 230 185 77	518 151 222 172 82	482 153 206 160 81	517 156 219 172 80	594 175 245 197 88
	District	1,204	1,145	1,082	1,144	1,299
6	Guayama Salinas Arroyo Cayey Cidra	660 178 198 408 14	637 155 204 305 143	603 156 199 343 136	634 163 200 355 140	691 183 218 371 147
	District	1,586	1,444	1,437	1,492	1,610
7	(Aibonito. Comerio Barros. Barranquitas.	241 54 133 118	237 80 124 122	235 82 119 125	238 71 126 121	252 80 139 134
	District	546	563	561	556	605

 ${\bf Table\_7.} {\color{red} -} Average \ attendance {\color{red} --} Continued.$ 

# ${\bf COMMON~SCHOOLS,~GRAD\,ED-Continued.}$

Sa	Locality.  Locality.  Locality.  Locality.  Locality.  Locality.  Locality.  District.  District.  Locality.  District.  Locality.  District.  Locality.	First term.  402 305 144 851 1,995 155 2,150 757 111 141 1,009 479 178 281 938 879 115 289 86	Second term.  388 327 170 885 2,000 136 2,136 741 101 112 954 431 149 259 839 889 137 279	Third term.  365 309 150  824  1,915 173  2,088  687 101 131  919  455 152 200  867  872	Year.  386 313 154 853 1,969 156 2,125 729 104 128 961 456 161 267 884	337 175 933 2, 132 160 2, 298 767 111 137 1, 015
Sa	ana Diaznta Isabel  District	305 144 851 1,995 155 2,150 757 111 141 1,009 479 178 281 938 879 115 289 86	327 170 885 2,000 136 2,136 741 101 112 954 431 149 259 839	309 150 824 1,915 173 2,088 687 101 131 919 455 152 200 867	313 154 853 1,969 156 2,125 729 104 128 961 456 161 267 884	421 337 175 933 2, 132 166 2, 298 767 111 137 1, 015 475 167 274
9   Pe   Ya   Sa   Gu   Ca   Ca   Ca   Ca   Ca   Ca   Ca   C	once. District.  District.  Dana Grande.  Layanilla.  District.  Lias  District.  Lias  District.  Lias  Lia	1,995 155 2,150 757 111 141 1,009 479 178 281 938 879 115 289 86	2,000 136 2,136 741 101 112 954 431 149 259 839 889 137	1,915 173 2,088 687 101 131 919 455 152 260 867	1,969 156 2,125 729 104 128 961 456 161 267	2, 132 166 2, 298 767 111 137 1, 015 475 167 274
9   Pe   Ya   Sa   Gu   Ca   Ca   Ca   Ca   Ca   Ca   Ca   C	nuclas.  District  nuco. bana Grande. layanilla.  District  n German. lias bo Rojo.  District  ayaguez. aricao. nasco. incon.  District	155 2,150 757 111 141 1,009 479 178 281 938 879 115 289 86	136 2,136 741 101 112 954 431 149 259 839 889 137	173 2,088 687 101 131 919 455 152 260 867	156 2,125 729 104 128 961 456 161 267 884	766 2,298 766 111 137 1,015 47: 161 274
10 Sa Gu Sa Gu 11 Sa La L	auco. bana Grande. layanilla.  District. In German. lass. bo Rojo.  District. ayaguez. arricao. lasco. lincon.  District.	757 111 141 1,009 479 178 281 938 879 115 289 86	741 101 112 954 431 149 259 889 137	687 101 131 919 455 152 260 867	729 104 128 961 456 161 267 884	767 111 137 1,018 47: 167 27
10 Sa Gu Sa Gu 11 Sa La L	bana Grande  ayanilla  District  ayas  bo Rojo  District  ayaguez  aricao  nasco  incon  District  guadilla	111 141 1,009 479 178 281 938 879 115 289 86	101 112 954 431 149 259 839 889 137	101 131 919 455 152 260 867	104 128 961 456 161 267 884	111 137 1,015 47! 160 274
11	District	479 178 281 938 879 115 289 86	431 149 259 839 889 137	455 152 260   867	456 161 267 884	475 167 274
11   Ca   Ma   Ma   Ma   Ma   Ma   Ma   Ma	n German ijas ibo Rojo  District ayaguez aricao nasco incon  District	938 879 115 289 86	149 259 839 889 137	152 260 867 872	161 267 884	167 274
12	District	938 879 115 289 86	839 889 137	867	884	
12 Arrival Arr	ayaguez aricao	879 115 289 86	889 137	872		910
12 Arrival Arr	aricao. nasco. ncon.  District	115 289 86	137		880	947
13 Age of the second se	Districtguadilla	86		$\frac{136}{275}$	128 282	135 307
13 Ac	guadilla	4 000	88	75	83	90
13 Ac		1,369	1,393	1,358	1,373	1,479
13 Ag Isa  La  La  La  La  La  La  La  Ag  Ag  Ag  Ag  Ag  Ag  Ag  Ag  Ag  A		606 143	553 171	525 161	563 157	616 178
14 La	ocaguada	140 212	149	155 205	148 209	163 231
14   Sa   La   La   La   La   La   La   La	abelaDistrict	1,101	1,084	1,045	1,077	1,188
14 Sa La		217	240	224	226	243
15   Ac	nres In Sebastian In Marias	292 97	306 169	265 172	287 144	307 167
15 Ac	District	606	715	661	657	717
	tuadodjuntas	483 241	482 236	447 222	471 233	527 263
	District	724	718	669	704	790
	recibo	861 177	860 174	815 164	845 172	937 198
16 JQt	atillo	107 100	116 95	117 98	113 98	136
	District	1,245	1,245	1,194	1,228	1,383
Cia	anati	561 210 86	554 192	528 192 78	548 198 81	581 213 89
17   M (	orovis	857	78 824	798	827	883
(Ve	ega Baja	317	307	307	311	345
Ve	ega Alta	157 102	150 110	151 102	153 104	179 122
18 {Co	orado	85 93	96 91	93 94	91 93	103
	District	754	754	747	752	852
ſΒε	ayamon	570	599	551	572	611
IN <sub>E</sub>	aranjitoaranjito	42 159	40 167	$\begin{array}{c} 39 \\ 142 \end{array}$	$\frac{41}{156}$	45 169
		771	806	732	769	825
	District	21, 286	20,802	19, 906	20,672	22, 411

Table 7.—Average attendance—Continued. COMMON SCHOOLS, RURAL.

chool strict		Avera	ge number t	aught each d	lay.	Average
School	Locality.	First term.	Second term.	Third term.	Year.	enrollment for year.
1	San Juan Rio Piedras	656 3 <b>4</b> 6	707 352	660 350	673 3 <b>4</b> 9	746 398
	District	1,002	1,059	1,010	1,022	1,144
	Carolina. Trujillo Alto.	439	472	527	479	530
2	Rio Grande. Loiza.	197 526 158	219 484 120	208 511 120	207 508 134	226 538 147
	District	1,320	1, 295	1,366	1,328	1, 441
	(Fajardo	327	448	526	430	497
3	Vieques. Culebra.	$\begin{bmatrix} 211 \\ 72 \\ 37 \end{bmatrix}$	211 81 30	232 78 20	218 77 29	235 85 36
	District	647	770	856	754	835
	(Humacao. Yabucoa.	424	474	476	457	492
4	J.Maunabo	245 76	260 87	268 105	257 93	270 96
	ratinas.	123	141	129	131	147
	District	868	962	978	938	1,005
	Caguas Gurabo	391 111	410 128	340 120	380 119	437
5	San Lorenzo. Juneos.	78 174	89	73	91	135 110
	Aguas Buenas	134	190 153	158 159	173 148	197 17 <b>2</b>
	District	888	970	850	911	1,051
	Guayama.	162	282	338	258	284
	Salinas Arroyo	203 98	199 100	184 156	195	217
6	{Cavev	224	221	210	118 219	135 234
	Cidra	79	76	125	93	110
	District.	766	878	1,013	883	980
	Aibonito	182 301	181 299	165 319	175	202
7	Darros	355	350	336	307 348	3 <b>49</b> 392
	Barranquitas.	144	150	180	158	183
	Coamo.	982	980	1,000	988	1, 126
_	Juana Diaz	331 698	278 932	351 861	321 825	376 9 <b>4</b> 5
8	Santa Isabel.	288	301	262	284	338
1	District.	1, 317	1,511	1, 474	1, 430	1,659
9	Ponce. Penuelas.	1, 081 177	1, 264 247	1, 214 207	1, 181 208	1, 293 238
	District	1,258	1,511	1, 421	1, 389	1,531
	Yauco	449	500	545	496	523
)  {	Sabana Grande. Guayanilla	565 224	566 235	506 287	545	579
	District.	1,238	1,301		248	271
1	San German.			1, 338	1,289	1,373
		645 531	664 475	723 495	677 502	724 522
ĺ	Cabo Rojo	701	661	642	668	700
	District	1,877	1,800	1,860	1,847	1,946
- 11	Mayaguez	756 139	945	896	860	970
		374	218 510	231 508	193 460	215 497
	Rincon	149	151	89	130	143
	District	1,418	1,824	1,724		

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# ${\bf TABLE} \ \ 7. \ -Average \ attendance -- {\bf Continued.}$

# COMMON SCHOOLS, RURAL—Continued.

g ;		Avera	age number t	taught each	day.	Average
School district.	Locality.	First term.	Second term.	Third term.	Year.	enrollment for year.
	Aguadilla	651 277	676 325 232	649 346 220	658 315 233	743 358
13	Aguada	247 262	276	273	270 270	272 303
	District	1, 437	1,509	1, 488	1, 476	1,670
14	Lares   San Sebastian   Las Marias	510 550 178	791 688 407	898 781 408	725 670 325	808 780 371
	District	1,238	1,886	2,087	1, 720	1,959
15	Utuado	511 219	706 294	750 283	650 264	748 312
1	District	730	1,000	1,033	914	1,060
16	Arecibo Camuy Quebradillas	776 256 118	878 333 127	849 358 133	832 213 126	953 383 149
10	Hatillo	149	205	208	186	222
1	District	1,299	1,543	1, 548	1,357	1, 707
17	(Manati Ciales Morovis	622 235 276	714 339 293	706 331 300	679 298 288	750 331 322
İ	District	1, 133	. 1,346	1,337	1,265	1, 403
18	Vega Baja Vega Alta Toa Alta Corozal Dorado	279 138 102 243 120	334 161 101 229 121	323 122 93 254 83	320 142 99 242 108	354 168 110 266 126
:	District	882	946	875	911	1,024
19	(Bayamon.   Naranjito   Toa Baja.	820 265 246	922 356 337	883 346 321	872 320 299	966 358 344
	District	1, 331	1,615	1,550	1, 491	1,668
	Total	21,631	24, 706	24,808	23, 556	26, 413

 ${\bf Table~8.} {\bf --} School~board~finances {\bf --} Receipts~and~expenditures.$ 

School district.	hlity.	Cash on hand June 30, 1906.	Receipts by school board treas- urers.	sular treas- urer on account of school con- struction loans.	by in- sular treas- urer in excess of treas- urer's bond.	Aggre- gate resources.	gate pay- ments, including those by insular treas- urer.	Cash balance June 30, 1907.	Balance in hand of in- sular treas- urer.
Rio Pie Carolina Trujillo Rio Gra Loiza Fajardo Naguab Vieques Culebra (Humaca	dras Alto nde	3,713.38 620.07 444.34 1,903.78 216.56 3,593.48	2, 462. 54 2, 971. 21 651. 69 1, 910. 23 2, 414. 03 6, 510. 96 2, 840. 31 3, 643. 27	\$1,660.55 498.70 1,200.00		7,836.47 3,591.28 651.69 2,354.57 2,414.03 8,414.74 3,555.57 8,436.75	4, 379. 73 2, 896. 01 542. 13 1, 985. 51 1, 558. 06 5, 279. 93 2, 461. 80 4, 107. 83	3, 456. 74 695. 27 109. 56 369. 06 855. 97 3, 134. 81 1, 093. 77 4, 328. 92	

Table 8.—School board finances—Receipts and expenditures—Continued.

School district.	Locality.	Cash on hand June 30, 1906.	Receipts by school board treas- urers.	Retained by in- sular treas- urer on account of school con- struction loans.	Retained by in- sular treas- urer in excess of treas- urer's bond.	Aggre- gate resources.	Aggregate payments including those by insular treasurer.		Balance in hand of in- sular treas- urer.
	CaguasGurabo		1,664.25		<i></i>	1,664.25	1, 101. 91	562.34	
5	San Lorenzo Juncos Aguas Buenas	ı	2,077.24 2,259.33			2,087.06 2,259.33 1,664.66	1,545.61 1,654.65	713.72 10.01	
6	Guayama Salinas Arroyo Cayey Cidra	336.37	10, 939, 34 4, 208, 46 5, 278, 65	\$502.35 710.01		5,988.66	8, 455. 59 2, 842. 45 5, 894. 14	$egin{array}{c} 2,820.12 \ 1,868.36 \ 94.52 \ \end{array}$	\$3,431.05
	Cayey	21.31 154.79	2,812.28 1,089.58 1,987.40			2,833.59 1,089.58 2,142.19	2,781.36 705.57 1,648.77	52.23 384.01	
7	Aibonito Comerio Barros Barranquitas	(a)	811.62 (a) 802.36	195.76 (a)	l <b></b>	1,007.38 (a) 802.36	1,005.11 (a) 591.91	2.27 (a)	(a)
8	Coamo Juana Diaz Santa Isabel	8,038.66 373.75	3,273.18 11,097.20	813.09 1,607.24		12, 124. 93	11,350.66 11,374.11	774.27 1,704.08	
9	Ponce	2,032.25	18,620.01 2,051.86			20,652.26 2,051.86	17,814.24 1,568.99	2,838.02 482.87	
10	Sabana Grande. Guayanilla. (San German		2,405.85	121.72	7, 940. 43	2,014.66 2,405.85 7,991.31	1,927.69 1,755.32	86.97 650.53	
11	Lajas Cabo Rojo Mayaguez	670.88 559.58	2,888.74 3,794.30	500.04		4,059.66 4,353.88	3,245.42 2,904.50	814.24 1,449.38	
12	) Maricao ) Anasco	830.09 13.70	3,878.30 3,753.71	1,213.59		4,708.39 4,981.00	8,951.25 1,856.39 3,542.06	2,852.00 1,438.94	
13	Rincon Aguadilla Moca	8.06	796.09 2,846.49 1,607.45			1,607.45	665.35 2,433.09 1,012.12	680.94 595.33	
	AguadaIsabela	5,601.98	4,262.83	322.04 1,175.55		2,868.21 2,411.11 11,040.36	2, 138. 10 1, 725. 54 9, 856. 64	685.57 1,183.72	· · · · · · · · · · · · · · · · · · ·
14 15	San Sebastian Las Marias Utuado	26. 74 1, 330. 75 1, 008. 17	2, 996. 42 5, 215. 79 7, 379. 86	950.87	268.70	3,974.03 6,815.24 8,388.03	2,863.73 2,721.18 5,679.69	3,825,36	268.70
	Adjuntas Arecibo Camuv	17.89	2,966.40	372.78 1.016.06		3,004.73 13,281.36 2,454.76	1,933.09 8,837.77 2,074.52	1,071.64 4,443.59	
16	Camuy Quebradillas Hatillo Manati		904.21 982.57 7,401.69	825.49		904.21 1,808.06 7,898.30	750. 26 1, 364. 07 6, 587. 96	153.95 443.99	
17	Ciales Morovis Vega Baja Vega Alta	(a) 24.61	1,271.73	(a)	(a)	1,431.35 3,203.27	(a) 1,314.47 2,327.33	(a) 116.88	(a)
18	Vega Alta Toa Alta Corozal	.46	1, 423, 31			1, 423. 31 1, 132. 42 1, 201. 13	1,077.51 921.69 789.01	345.80 210.73	
10	II Dorado		1.571.28	611.32		1,571.28 6,715.27	1,134.99 6,289.83	436. 29 425. 44	
19	Bayamon Naranjito Toa Baja		5,294.86	196.94		607.97 5,491.80	511.35 4,401.09		
	Total	43, 228. 51	272, 134. 19	19, 442. 85	11,646.24	346, 451. 79	257,859.04	76, <b>94</b> 6. <b>5</b> 1	11,646.24

 $<sup>\</sup>it a$  Information for fiscal year 1906–7 incomplete.

Table 9.—School board finances—Expenditures classified.

School district.	Locality.	Rent of school-houses.	House rent of teachers.	Salaries employ- ees.	Contingent expenses.	School furni- ture and equip- ment.	Text- books and school supplies.	Extraor- dinary expendi- tures.	Total.
1	(San Juan Rio Piedras (Carolina	\$13,098.34 576.00 1,029.93	\$9,304.75 1,070.00 983.17	\$6,627.36 432.48 424.41	\$334.64 24.75 37.30	\$2, 111. 43 139. 75 201. 92	\$18.00 25.00 24.52	\$5, 501. 43 451. 20 194. 76	\$36, 995. 95 2, 719. 18 2, 896. 01
2	Trujillo Alto Rio Grande	108. 00 556. 00	288. 00 853. 34	37. 13 274. 83	27. 85 54. 48	8.80 15.33	10.00 53.75	62.35 177.78	1, 985, 51
	(Loiza (Fajardo )Naguabo	720. 00 1, 187. 43 765. 00	433. 80 1, 363. 74 589. 18	128. 20 821. 41 249. 18	43. 14 31. 10 17. 23	42. 86 332. 92 147. 01	14.75 12.08 16.45	155. 31 1, 531. 25 179. 05	1,558.06 5,279.93 1,963.10
3	Vicques Culebra (Humacao	786. 00 1, 004. 00	760. 49 1, 784. 00	619. 25	57. 94 82. 68	400. 15 244. 88	12.00 46.76	272.00 920.17	2, 907. 83 5, 254. 72
4	Yabucoa  Maunabo	412. 86 348. 00	809. 66 289. 17	488. 81 79. 42	39. 09 13. 98	68. 18 111. 36	$21.25 \\ 9.71$	235. 49 60. 75 1, 127. 38	2,075.34 912.39 2,218.80
	Patillas  Caguas  Gurabo	221. 90 990. 32 192. 00	547. 93 1, 648. 57 500. 10	225. 46 773. 16 107. 63	35. 74 42. 69 10. 50	44. 61 173. 60 91. 10	15. 78 4. 00	638. 43 196. 58	4, 266. 97 1, 101. 91
5	San Lorenzo Juncos Aguas Buenas	576. 00 465. 00 795. 00	571. 77 600. 26 537. 00	159. 19 133. 58 148. 00	39. 23 31. 15 17. 50	17. 60 87. 50 124. 15	9. 75 19. 00 6. 00	55. 38 209. 12 27. 00	1, 428. 92 1, 545. 61 1, 654. 65
6	Guayama Salinas Arroyo	2, 402. 58 792. 00 240. 00	2, 258. 18 666. 92 576. 35	1, 206. 60 249. 96 299. 01	347. 59 42. 90 15. 88	234. 15 99. 22	55. 05 20. 00	1, 951. 44 469. 10 4, 052. 89	8, 455. 59 2, 340. 10 5, 184. 13
	Cayey Cidra (Aibonito	1, 058. 00 107. 10 370. 00	1, 285. 33 397. 30 749. 86	262. 29 81. 59 252. 46	34.38 22.35 28.00	17.00 40.33 9.90	2. 90 6. 85 3. 00	121. 46 50. 05 235. 55	2,781.36 705.57 1,648.77
7	Comerio Barros Barranquitas	282. 00 (a) 99. 00	352. 26 (a) 336. 80	79. 03 (a) 86. 37	$ \begin{array}{c c} 30.00 \\ (a) \\ 20.76 \end{array} $	15. 00 (a) 12. 55	15. 00 (a) 3. 00	36.06 (a) 33.43	809.35 (a) 591.91
8	Coamo Juana Diaz Santa Isabel	705. 60 1, 072. 72 613. 00	1, 092. 40 1, 596. 19 753. 16	472.00 926.68 361.61	43. 71 215. 88 218. 61	41. 23 354. 94 128. 89	15. 68 48. 75 22. 80	8, 166, 95 5, 551, 71 1, 419, 68	10, 537. 57 9, 766. 87 3, 517. 75
9	Ponce Penuelas	5, 367. 81 542. 40	7, 212. 75 534. 88	3, 059. 13 206. 78 832. 20	308. 08 26. 25 129. 10	445. 71 78. 94 207. 16	145. 86 15. 00 23. 44	1, 274, 90 164, 74 753, 43	17, 814. 24 1, 568. 99 5, 015. 20
10	{Yauco Sabana Grande. Guayanilla	1, 104. 33 573. 00 726. 40	1, 965. 54 874. 43 560. 30	171. 46 162. 46	27. 80 26. 50	20.00 161.73	4.90 3.48	134.38 114.45	1,805.97 1,755.32
11	San German Lajas Cabo Rojo	583, 00 432, 00 682, 66	1, 860. 00 772. 00 1, 110. 85	671. 00 475. 24 543. 01	110.00 121.27 92.63	10. 29 247. 00 224. 86	3, 00 44, 65 36, 05	2,632.27 653.22 214.44	5, 869. 56 2, 745. 38 2, 904. 50
12	Mayaguez Maricao Anasco	3,009.00 327.00 679.20	2, 966. 51 661. 79 1, 088. 42	1, 257. 69 353. 36 362. 88	120. 54 95. 88 39. 85	102. 90 35. 05 12. 26	90. 70 76. 83 27. 00	517. 25 306. 48 118. 86	8,064.59 1,856.39 2,328.47
10	Aguadilla	292. 00 288. 00 363. 00	252. 70 1, 467. 00 419. 00	31. 69 283. 51 119. 98	15. 81 30. 00 18. 75	2. 00 6. 50 51. 73	5. 62 4. 00 5. 10	65. 53 94. 60 34. 56	665.35 2,173.61 1,012.12
13	Aguada Isabela Lares	361. 50 392. 00 744. 00	713. 48 772. 00 1, 195. 00	213. 83 102. 01 865. 91	26. 13 31. 06 100. 20	13. 28 3. 00 482. 78	9. 65 2. 06 11. 63	546. 16 101. 37 5, 281. 57	1, 884. 03 1, 403. 50 8, 681. 09
14	{San Sebastian  Las Marias  Utuado	447. 00 866. 33 1, 905. 60	936. 75 937. 51 1, 777. 66	273, 08 307, 65 720, 37	30.60 217.78 120.56	95.35 228.76	11. 98 48. 05 32. 24	213. 45 248. 51 894. 50	1,912.86 2,721.18 5,679.69
15	Ajuntas Arecibo Camuy	651. 00 2, 110. 25 51. 40	867. 03 3, 548. 25 573. 40	186. 92 1,362. 06 110. 78	35. 72 232. 80 57. 50	20. 35 281. 64 86. 21	26. 75 50. 00 8. 01	145. 32 879. 99 171. 16	1,933.09 8,464.99 1,058.46
16	Quebradillas Hatillo Manati	234.00 27.00 1,678.06	431. 00 427. 50 1, 764. 58	62. 71 25. 65 1, 161. 54	12. 75 21. 63 214. 54	6.00 13.30 188.14	2. 80 6. 50 25. 08	1.00 17.00 1,306.85	750. 26 538. 58 6, 338. 79
17	Ciales	(a) 438. 00	(a) 405.00	(a) 179. 19	(a) 16.00	(a) 75. 97	(a) 8.77	(a) 56. 53	(a) 1,179.46 2,327.33
18	Vega Baja Vega Alta Toa Alta	591. 00 348. 00 368. 00	790. 30 427. 00 415. 00	296, 83 95, 84 111, 52	44. 20 21. 50 13. 64	43. 98 89. 53 1. 50	14. 40 3. 79 5. 28	546. 62 91. 85 6. 75	1,077.51 921.69
	Corozal	240.00 312.00 1,252.00	381. 33 362. 00 2, 182. 33	82. 25 160. 55 721. 01	25. 40 37. 75 102. 88	19. 45 124. 69 121. 26	3, 33 11, 00 18, 92	37. 25 127. 00 1, 280. 11	789. 01 1, 134. 99 5, 678. 51
19	Naranjito Toa Baja	183. 96 305. 00	246. 00 525. 00	28. 50 229. 96	23. 19 152. 77	14. 20 700. 43	8. 00 6. 85	7. 50 2, 884. 14	511.35 4,204.15
	Total	60,049.88	74, 443. 97	33,007.88	4, 662. 11	8, 932. 31	1,312.55	56, 007. 49	238, 416. 19

 $<sup>\</sup>alpha$  Information for fiscal year 1906–7 incomplete.

 ${\bf Table~10.} {\bf \_School~board~finances-} Outstanding~floating~debt~classified.$ 

School district.	Location.	Rent of school houses.	House rent of teachers.	Salaries of em- ployees.	Contingent ex- penses.	School furniture and equip- ment.	Text- books and school supplies.	Extraor- dinary expendi- tures.	Total.
	(Com Inc.								
1									·····
	(Carolina								
2	Carolina Trujillo Alto								
_	Rio Grande								
	Loiza (Fajardo								
3	Naguabo								
9	Vieques								
	(Culebra								
4	(Humacao								<b></b>
*	Yabucoa Maunabo								
	Patillas								
- 1	Caguas								
5	Gurabo				<del>-</del>				
9	San Lorenzo								<b>-</b>
- 1	Juneos Aguas Buenas	\$60.00							\$60.00
1	(Guayama								\$00.00
6	Salinas			<b></b>					
0	Arroyo	50.00							50.00
- 1	Cayey	120.00					- • • • · · · · · ·	<b>\$</b> 55.00	175.00
	(Aibonito								
7	Comerio	24.00	\$89.74	<b>\$</b> 3. 50	,.,	,		1.50	118.74
ĺ	Barros Barranquitas	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
	Coamo			124.08					124.08
8	{Juana Diaz								
	Santa Isabel								
9	Ponce Penuelas	103.00	254.64	2.00	<b>\$</b> 0. 75	\$2,00	<b>\$</b> 33. 83	66.89	463.11
	(Yauco								
10	{Sabana Grande							3.00	120.00
1	Guayanilla San German Lajas						<b></b> .		
11	San German	69.00	24.00		• • • • • • • • • • • • • • • • • • • •		2	• • • • • • • • • •	69. 00 24. 00
	Cabo Rojo		24.00						24.00
- 1	(Mayaguez								
12	Maricao						<b>.</b>		
	Anasco						- · · · • · · · ·		<b></b>
	(Aguadilla								· · · · · · · · · · · · · · · · · · ·
13	Moca								
	Aguada								
	(Isabela	34. 50 82. 00					- · • · · · • • •	45.00	34.50
14	Lares San Sebastian	82.00						15.03	97.03
- 1	Las Marias								
- 1	(Utuado								
15					1.00			6, 75	7.75
15	)Adjuntas								
	(Arecibo	<del>.</del>							
	Arecibo								
	(Arecibo Camuy Quebradillas Hatillo								
16	(Arecibo Camuy Quebradillas Hatillo								
16	(Arecibo Camuy Quebradillas Hatillo [Manati Ciales	(a)	(a)			(a)	(a)	(a)	(a)
16	Arceibo Camuy Quebradillas Hatillo [Manati Ciales   Morovis	(a)	(a)			(a)	(a)	(a)	(a)
16 17	(Arecibo Camuy Quebradillas Hatillo (Manati Ciales Morovis (Vega Baja Vega Alta	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
15 16 17	(Arceibo Camuy Quebradillas Hatillo (Manati Ciales Morovis (Voga Baja Voga Alta	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
16	(Arecibo Camuy Quebradillas Hatillo Manati Ciales Morovis, Vega Baja Vega Alta Toa Alta Corozal	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
16 17	Arcibo Camuy Quebradillas Hatillo Manati Ciales Morovis Vega Baja Vega Alta Toa Alta Corozal Dorado	(a)	(a)	(a)	(a)		(a)		
16 17 18	Arecibo Camuy Quebradillas Hatillo Manati Ciales Morovis Vega Baja Vega Alta Toa Alta Corozal Dorado Bayamon	(a)	(a)	(a)	(a)	(a) 21.70	(a)	67.06	88. 76
16 17	(Arecibo Camuy Quebradillas Hatillo Manati Ciales Morovis. Vega Baja Vega Alta Toa Alta Corozal Dorado Bayamon	(a)	(a)	(a)	(a)		(a)		(a) 88. 76 479. 78

a Information for fiscal year 1906-7 incomplete.

Very respectfully,

ROLAND P. FALKNER, Commissioner of Education.



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